

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent

MARGARET A. BEAUCHAMP  
Director of Student Services

MICHELE CROTEAU  
Business Administrator



## SAU #39 Board Meeting

Monday, September 14<sup>th</sup>, 2020 – 6:15 PM

**Due to current COVID-19 precautions, board meetings will be conducted via webinar.**

**Please click the link below to register for the webinar:**

**[https://zoom.us/webinar/register/WN\\_B-iKtI8uSdIl7JOJ6tL5NA](https://zoom.us/webinar/register/WN_B-iKtI8uSdIl7JOJ6tL5NA)**

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:15 PM	Chair of the SAU #39 Board, Mr. Stephen O'Keefe, to call the meeting to order.	None
Public Comment I of II	6:15 PM		None
Superintendent's Report	6:20 PM	Mr. Adam Steel to present his Superintendent's Report	None
Committee Reports	6:35 PM	Board Members to give updates on their Committees	None
Consent Agenda	6: 45 PM	1. August 27 <sup>th</sup> , 2020 Draft Minutes 2. 5-Year SAU #39 Assessment Plan 3. SAU #39 Anti-Discrimination Plan 4. SAU #39 Enrollment Report 5. CW Sept. Principal's Report 6. MV Sept. Principal's Report 7. AMS Sept Principal's Report 8. SHS Sept. Principal's Report	08 27 2020 Draft Minutes 5- Year Assessment Plan SAU Anti-Discrimination Plan Enrollment Report CW Sept. Principal's Report MV Sept Principal's Report AMS Sept. Principal's Report SHS Sept Principal's Report
SAU Budget Committee	6:55 PM	Board to appoint members of the public to the SAU Budget Committee	None
First Reading Policies	7:05 PM	Board to review policies as a first reading: JLDBB, JLCD-F3, JLCD-F2, JLCD-F1, EHAB, AD- Souhegan, AD- Mont Vernon, AD- Amherst, KLG, KL, KI, KFD, KF, KED, KD-R, KDCA, KDC, KDA, KD, KCD, KB, KA IJO, JLF, JLCD-R, JLCD, JLCC, JLCB, JLC, JICD, JFABE, JFABD, JEC, JCA, IMGAA, IMGA, ILD, IKA, IHCD LEB, IHAMA, IHAM, GCEB, GBGA, GBEC ADB, GADA, EHB, EBBC JLCE, EBBB, DID, DGA, DFA, DBI, CBI, AE, ADD, ACE, ACAC, AC, AA and DK.	Policy Packet and Summary

Curriculum 5-Year Review Schedule Presentation	<i>7:30 PM</i>	<i>Assistant Superintendent, Ms. Christine Landwehrle, to present the 5- year Curriculum Review</i>	5- Year Curriculum Plan
Board Goals	<i>7:50 PM</i>	<i>Board to discuss SAU #39 Board Goals</i>	None
Public Comment II of II	<i>7:55 PM</i>		
Non-Public Session	<i>8:00 PM</i>	<i>RSA 91 A:3 II ( )</i>	None
Meeting Adjourned	<i>8:15 PM</i>		

## Consent Agenda Item #1

## SAU #39 Board Meeting

Monday, August 27th, 2020

Meeting Minutes-Not Approved

## Attendees:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, and Michele Croteau- SAU #39 Business Administrator

Amherst School Board: Elizabeth Kuzsma- Chair, Tom Gauthier- Vice Chair, Ellen Gruzdien- Secretary, and Terri Behm.

Souhegan Cooperative School Board: Pim Grondstra- Chair, Amy Facey- Vice Chair, Stephanie Grund- Secretary, Steve Coughlan, Laura Taylor, George Torres, and David Chen.

Mont Vernon School Board: Sarah Lawrence- Chair, Peter Eckhoff- Vice-Chair, Stephen O'Keefe, and Jessica Hinckley

Board Minutes: Danae A. Marotta

Public: Mr. Larry Ballard, AMS Teacher.

## I. Call to Order

**Chair of the SAU #39 Board, Mr. Stephen O'Keefe called the meeting to order at 6:07PM.**

He added that with him in the Souhegan Learning Commons is Assistant Superintendent, Ms. Christine Landwehrle.

He then asked the Board attending (via Zoom), if it was impractical for them to be here and if they were alone.

He called a Roll Call: Grondstra, Yes, Coughlan- Yes, Taylor- Yes, Chen- Yes, Torres-Yes, Facey-Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Hinckley- Yes, Kuzsma-Yes, Behm- Yes, Gruzdien- Yes and Gauthier-Yes.

## II. Public Comment I of II

No Public Comment

## III. Superintendent's Report

- Staff Thank You

Superintendent, Mr. Adam Steel, gave his appreciation for all of the Principals, teachers, paraprofessionals, custodial staff and nurses that have worked tirelessly to make it possible to reopen school next week. They are looking forward to welcoming students next week.

- Re-Opening Plan

He explained that the physical class sizes at AMS do not work with the 7<sup>th</sup> and 8<sup>th</sup> grade in person participants. Principal of AMS, Dr. Bethany Bernasconi, had alerted him and after talking to teachers, they did make a change in 7<sup>th</sup> and 8<sup>th</sup> grade. They have notified the 7<sup>th</sup> and 8<sup>th</sup> grade parents and asked for volunteers to go from in person to remote for the first segment. They have gotten a few students to make that change. For future segments, if the numbers are higher than they ought to be, they will have a random lottery moving students to the remote modality. Those students will be guaranteed an in-person spot for the following segment. They are looking at other parts of the school where the classes can be held. It is an issue with social distancing not staffing.

- Funding

All three school districts have voted to petition the Department of Education to use the Unassigned Fund Balance to fund the expenditures that they need for the school year. They are still awaiting approval from the DOE. They have been notified that none of the school districts have passed the contingency fund that is available in some other school districts. The DOE is having some question about whether they can make the approval or not. They have worked with legal counsel and reviewed the Executive Order and feel strongly that the basis for this application to be approved. They do not have it at this time and there is no guarantee. They are confident and will update the board and community at a later date.

- Dashboard

Mr. Steel thanked Mr. Chen and Amherst Community Member, Mr. Steve Frades for their work on the Dashboard. He showed the Board a sample concept for their website. It is still being built and available to the public for the start of the school year.

He noted that he had a concern that the State was not going to make them aware of positive Covid-19 cases in their school community. The Governor's Office and DHHS have been receiving calls from the citizens regarding that issue and feel differently that they will be notified. They will find out the information through the nurses and then begin contact tracing. They will not provide names of students or staff unless DHHS requires them to do so.

- SAU #39 Staffing

They have not filled the position of Secondary Director of Curriculum Instruction and Assessment. They plan on holding that position, go through the FY 22 budgeting process and revisit in the Winter or Spring. In the interim, they are going to use some of that funding to support the needs that they have surrounding Grant Management. This will be either a temporary position or additional help from the Business Office. They will remain within their budget for FY 21, but they are not able to survive without some of the roles of that position.

- Site Security

Mr. Porter Dodge, Director of SAU #39 Life Safety, has developed a team of volunteers to provide site security for the outdoor classrooms. This will be an additional layer of security for their sites. They will be receiving a radio and be clearly identified. To date there are 39

volunteers for their schools. He has been working with Chief Mr. Mark Reams and Chief Mr. Kevin Furlong and their respective police departments to do fingerprinting and background checks.

He thanked Mr. Dodge for all of his work.

- Athletics

Superintendent Steel noted that Ms. Kelly Braylee is the new Athletics Director at SHS, and Principal Berry and Mr. Jeff Wing have been lobbying for how to play athletics safely. He noted his concern with students going to outside athletic clubs. They are working with neighboring school districts to see what they can do to develop opportunities for interscholastic play with protocols in place that are strict and are through with a modicum of reassurance for safety.

There are low, medium and high-risk sports as defined by the NIHAA and he has not made a final decision yet. It is his intention to have high school interscholastic sports in some form. It will likely be an attenuated season and it is still being worked on.

At AMS there will not be much in terms of interscholastic activity but for some opportunity for skill and drill that does not increase the risk level in their community. He will have more information as they get closer to the start of the sports season.

Ms. Facey asked about his final decision on sports practices at SHS.

Mr. Steel replied that the season will start on September 8<sup>th</sup>. It is dependent on what their season plans are.

Mr. O'Keefe inquired if something had changed with their email system. There seems to be a lot of emails that have been going to junk/spam boxes.

Mr. Steel replied that there is something that happens when PowerSchool directly sends emails. SAU#39 Technology Director, Mr. Alex Stone, suggested that they purchase a third-party system to send emails and they have done that and put it into practice last week.

Mr. Eckhoff inquired about bussing and routes. Is there any sense of what their bus loads will look like.

Mr. Steel replied that have asked parents to select their preference only those that have selected will be allowed to ride the bus. They have not done it so far, but they could limit it to the statute of only K-8 students that live more than 2 miles from the school. They will be working on the bus routes this week making sure that they are evenly balanced and published this Friday or Saturday.

Every student that had selected an in-person preference for segment I will be receiving a name tag. They have worked with the post office to make sure that they will not be going through the Manchester processing facility. Those are being delivered home tomorrow and they will have new name tags for each segment.

- 106 Ms. Kuzsma remarked that she has heard parents that believed that the PowerSchool bus  
107 question was only a questionnaire.
- 108 Mr. Steel replied that they will accommodate parents when they can.
- 109 Mr. Gauthier questioned if there are any other major financial obstacles that will prevent them  
110 from opening next week.
- 111 SAU #39 Business Administrator, Ms. Michele Croteau, replied that they did move forward with  
112 the PPE orders and in some cases, they have half a year's supply.
- 113 Mr. O'Keefe asked about staff morale for starting school next year.
- 114 Mr. Steel replied that there is a wide range of emotions. He has done his best to reach out to staff  
115 and commended staff for being selfless.
- 116 Assistant Superintendent, Ms. Christine Landwehrle, mentioned that the staff have been very  
117 appreciative for these days, they have been positive and productive.
- 118 Ms. Gruzdien asked about the 8:00AM drop off.
- 119 Mr. Steel replied that Principal of CW, Ms. Anna Parrill, has worked extensively. He is not sure  
120 at this time.
- 121 Mr. Gauthier replied that he has received an email from Principal Parrill. In short, students who  
122 register with New Mornings can be dropped off at either Clark (K) or Wilkins (1-4) between  
123 7:00 and 8:00AM. Students will only spend time with other New Morning participants who are  
124 in their established pods during the school day. The program will occur in the multi-purpose  
125 rooms at Clark and Wilkins and there will be access to outside spaces. These students will also  
126 remain with New Mornings until the 9:15 school start time and then they will go directly to their  
127 classrooms.
- 128 For students who are not participating in New Mornings but need an 8:00 drop off, parents are  
129 able to drop off students at either Clark or Wilkins at the front entrances between 8:00 and  
130 8:15AM only. Students will go directly to their classrooms and will be supervised by support  
131 staff members until school begins at 9:15. Students will be able to engage in s independent  
132 activities.
- 133 Mr. Gauthier added that New Mornings will also be offering an after-school program at Clark  
134 and Wilkins. Students will remain in their classrooms until all parent pick up and bus students  
135 have been dismissed. They will go to the multipurpose rooms at their respective buildings to  
136 participate in the program. New Mornings will comply with the District's safety and cleaning  
137 protocols.
- 138 He suggested that for questions regarding the New Mornings program, please contact them  
139 directly.
- 140 Ms. Grund inquired what will happen if the DOE does not approve their petition for funding.

141 Mr. Steel replied that in normal circumstances they would talk to the voters for the use of funds.  
142 In this case, there is an Executive Order, they do not need to raise additional tax dollars to fund  
143 the schools and there is a shortened timeframe it makes sense to use the tools they have. If the  
144 DOE rejects their request, he would be looking at the School Board and ask for a revision to the  
145 Executive Order. If that was not successful, he would ask for the Superior Court to clarify and  
146 that they would then approve the use of special meetings. They have what they need to start the  
147 school year. They do not have the funding to keep the rest of the school year open. He explained  
148 as a last resort, what is called a Deficit Appropriation.

149 Mr. Grondstra asked for the probability for the request being granted.

150 Mr. Steel replied that the DOE is trying to find a way to approve their requests. They are  
151 working with the Attorney General's office directly to make sure that they are in the clear to  
152 approve it. What is unique about their districts is that the other districts that have made the  
153 request have a contingency fund that has been established as part of the previous annual  
154 budgeting process. It is similar to what Selectmen can do, which is called Retainage. They think  
155 that they have a solid case.

156 Mr. Grondstra asked how many SAU's are in in the same situation as they are.

157 Mr. Steel replied that they are the first to make the request without a contingency fund.

#### 158 IV. Committee Reports

159 Ms. Amy Facey, Chair of the Joint Facilities Advisory Committee, replied that they just had  
160 their meeting before this one. They provided the committee with an update of the ASB and  
161 SCSB meetings and discussed the middle school and C/W proposals on renovations and possible  
162 addition, renovations or new construction.

163 The Board thanked Ms. Facey.

164 Ms. Elizabeth Kuzsma, Chair of the Policy Committee, commented that they will be reviewing  
165 policies in their next SAU Board packet. She requested the Board to review them carefully as  
166 they will not be going over each policy due to time.

167 Mr. O'Keefe asked about Covid-19 related policies and if the NHSBA is recommending  
168 modification.

169 Ms. Kuzsma remarked that there are a couple, but there are not significant amounts of need  
170 across the board.

171 Mr. Chen asked for a summary to see the changes.

172 Mr. Coughlan replied that he was planning on doing a summary for the Souhegan Board but can  
173 talk with Ms. Kuzsma about what they can do.

174 Ms. Grund remarked that she would like to see the policies early.

175 Mr. Steel replied that the Board can get an early preview as they are in the Trello. There is plenty  
176 of detailed information.

177 Ms. Kuzsma also encouraged the Board to review the Policy Committee Trello Card.

178 V. Consent Agenda

179 Mr. O’Keefe commented that he would like to pull items #6 and #7 for further discussion.

180 Mr. Coughlan noted the changes to the #2 Consent Agenda item 08 10 2020 Draft Minutes:

181 From “*Ms. Sarfde*”

182 Changed to “*Dr. Sarfte*”.

183 **Mr. Coughlan motioned to approve item Consent Agenda items 1. 06 01 2020 Draft**  
 184 **Minutes, 2. 08 10 2020 Draft Minutes, as amended, 4. May 2020 Treasurer’s Report, 5.**  
 185 **June 2020 Treasurer’s Report, and 8. SAU #39 Board Resolution- PCard Program. Ms.**  
 186 **Kuzsma seconded the motion. Mr. Kuzsma seconded the motion. Motion passed.**

187 Ms. Taylor asked to pull item #3 Organizational Chart as she has some questions.

188 **Mr. O’Keefe called a Roll Call: Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Chen- Yes,**  
 189 **Torres-Yes, Facey-Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Hinckley- Yes, Kuzsma-**  
 190 **Yes, Behm- Yes, Gruzdien- Yes, O’Keefe- Yes and Gauthier-Yes.**

191 Mr. O’Keefe asked Superintendent Steel to explain item #3 SAU #39 Organizational Chart.

192 Mr. Steel replied that he does this as a reference for the Board every August.

193 Ms. Taylor asked if all of these employees in the SAU #39 Budget.

194 Mr. Steel replied, yes.

195 Mr. Chen asked about the color coding.

196 Mr. Steel replied that the employees in light green are considered Senior Leadership, however ,  
 197 there is no hard and fast significance.

198 Ms. Grund questioned the new HR Coordinator.

199 Mr. Steel replied that she was a replacement for a resignation.

200 Ms. Grund asked for clarification about the process for adding employees.

201 Mr. Steel replied that what is missing on here is the position from last year of, Secondary  
 202 Director of Curriculum Instruction and Assessment that one head count can be replaced because  
 203 it is not filled. If it is a certified position then the Board has to approve it, if it is not a certified  
 204 position then he can approve it. He further explained that if it is a new position, then it will have  
 205 to go on the ballot for the voters to approve.

206 **Ms. Taylor motioned to accept Consent Agenda item #3. SAU #39 Organizational Chart.**  
 207 **Ms. Grund seconded the motion. The vote was unanimous, motion passed.**



208 **Mr. O’Keefe called a Roll Call: Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Chen- Yes,**  
 209 **Torres-Yes, Facey-Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Hinckley- Yes, Kuzsma-**  
 210 **Yes, Behm- Yes, Gruzdien- Yes, O’Keefe- Yes and Gauthier-Yes.**

211 Mr. O’Keefe noted that Mr. Chen had inquired about the Unassigned Fund Balance at the SAU  
 212 level and if they can reduce any Covid-19 related expenses. There was \$193k left over.

213 Mr. Steel replied that the SAU is different in a few ways. First, the SAU is not a district there is  
 214 no direct voting on the budget and the UFB does not get returned to taxpayers. It stays on the  
 215 books, so it works a little differently. More specifically, they could not pay for individual  
 216 district’s expenses as it would not be appropriate. They may have some PPE for the Brick  
 217 School.

218 Ms. Croteau added that they do have some smaller items for the SAU, but it could be absorbed  
 219 within the budget. They are finalizing the UFB for their audit, and having their numbers  
 220 confirmed and can provide an update. For expenditures on Covid-19 related items, for funds that  
 221 are put aside, the board can redirect the funds if the Board chose to do so. She is not aware of  
 222 anything that is necessary.

223 Mr. Chen inquired about returning the money to each of the districts with the correct proportions.  
 224 The districts can then use it for what they need.

225 Ms. Croteau explained that they would apportion it in the budget at a lesser amount.

226 **Mr. O’Keefe motioned to accept the Consent Agenda items 6. July 2020 Treasurer’s**  
 227 **Report and 7. SAU #39 Annual Report of the Treasurer. Ms. Kuzsma seconded the motion.**  
 228 **The vote was unanimous, motion passed.**

229 **Mr. O’Keefe called a Roll Call: Grondstra- Yes, Coughlan- Yes, Taylor- Yes, Chen- Yes,**  
 230 **Torres-Yes, Facey-Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Hinckley- Yes, Kuzsma-**  
 231 **Yes, Behm- Yes, Gruzdien- Yes, O’Keefe- Yes and Gauthier-Yes.**

232 VI. FY ’22 Budget Process

233 Ms. Croteau discussed the FY 22 budget process that they have been implementing with the  
 234 individual boards. They first start with the Board Chair, the review committee chair and the  
 235 moderator they debriefed the prior year process and reviewed a schedule and a process. They  
 236 have scheduled the subcommittee dates, timelines and other various meetings. After the  
 237 presentation of the Budget to the Board, they will have one meeting that was open to the review  
 238 committee and the full board about the logistics of the budget document. Then, they will allow  
 239 people to submit questions and then close that and respond to the questions. They will then begin  
 240 subcommittee review and look for new questions so that everyone can be familiar with the  
 241 questions and responses. It will go back to the board with the recommendations by the  
 242 subcommittee members. She has suggested some initial meeting dates with Mr. O’Keefe, Ms.  
 243 Kuzsma and Ms. Grund and then publish them for the Board.

244 Mr. O’Keefe asked when is the initial presentation for the SAU Budget.

245 Ms. Croteau replied October 29<sup>th</sup> is the first presentation of the budget.

246 Mr. O'Keefe asked for one or two members for the public to be on the Budget Committee.

247 Ms. Kuzsma added that they used to have someone appointed from the community that was not  
248 part of the Ways and Means.

249 Mr. O'Keefe mentioned that they are happy to provide greater transparency.

250 Ms. Croteau suggested if anyone has any suggestions about the process to reach out to her and  
251 she will try to accommodate them.

252 Ms. Taylor asked about approval from the board at the next meeting.

253 Mr. Steel questioned Mr. O'Keefe if he wanted them to advertise for volunteers for the SAU  
254 budget committee.

255 Mr. O'Keefe replied, yes.

256 The Board thanked Ms. Croteau and Mr. Steel.

257 VII. Transportation RFP

258 Mr. Steel explained that they are currently in year 6 of a 5-year contract. It is time for them to do  
259 RFP with the process completed in time for the budget process. An RFP is legally different than  
260 a bid. For things that are professional services, they care about the cost and the service. They  
261 may not pick the lowest price. The RFP document is something that they put out to any and all  
262 providers and there is prescriptive process that they must follow. The proposals are received and  
263 then open and available for public inspection. Administration is able to ask the providers  
264 question and then they will be making a recommendation to the SAU Board. It will then need to  
265 get approved at the individual board level. They will be going through that process and asked for  
266 board participation with confidentiality.

267 Ms. Kuzsma volunteered to help. She inquired if the proposals are opened at the board meeting.

268 Mr. Steel replied that he will be opening them at the SAU Office and will be public.

269 Mr. Gauthier asked if he is concerned that Butler Bus Company will not come back with a  
270 proposal.

271 Mr. Steel replied that he is expecting Butler to provide a proposal as well as two others.

272 Mr. Gauthier questioned about using Zoom as a method of opening the proposals.

273 Mr. Steel replied, yes.

274 Mr. Coughlan asked about the Special Education bus contract.

275 Ms. Croteau replied that it expires 2023.

276 Mr. Torres inquired about the criteria for qualifications.

277 Mr. Steel explained that they require a proposal bond and that ensures their financial viability.

278 Ms. Grund volunteered from the SCSD, Ms. Kuzsma from ASD and Ms. Hinckley from MVSD.

## 279 VIII. Annual Assessment Data Presentation

280 Mr. Steel remarked that they are hoping to do this on a regular basis in August.

281 Ms. Landwehrle noted that they have results from the following assessments:

- 282 • NWEA Results Fall 2018 – Fall 2019
- 283 • PSAT Results – Fall 2019
- 284 • Attendance Rate - 2019-2020 School Year
- 285 • Graduation Rate – Spring 2020
- 286 • Post High School Reporting

287 For NWEA, District median achievement is 70th percentile. Reading was above median.  
 288 Mathematics was below median. District median growth is 49th percentile. Reading equaled  
 289 median. Mathematics was below median. Additionally, 2017-18 growth percentile is average  
 290 (50), 2018-19 growth percentile is average (54) and 2019-20 growth percentile is average (49).

291 If you look at the quartiles, top quartile: a larger proportion (45%) than is typical (25%) Middle  
 292 two quartiles: a typical proportion (49%) when compared to national norms (50%) Lowest  
 293 quartile: a smaller proportion (6%) than is typical (25%).

294 She reviewed the individual school level detailed scores.

295 Reading had the highest achievement overall and ranged from 55th percentile for K to 78th  
 296 percentile for 2nd grade. Mathematics had the lowest achievement overall. Ranged from 55th  
 297 percentile for 5th grade to 87th percentile for 2nd grade.

298 Girls had slightly above average achievement; boys are moderately above average. Girls and  
 299 boys both had average growth.

300 Ms. Landwehrle reviewed the Fall 2019 PSAT Souhegan and State level results. She explained  
 301 the Fall 2018 and Fall of 2019- Evidence Based Reading and Writing and Math.

302 In looking at attendance rates:

303 2018-2019 School Year, Souhegan - 95.5%, Mont Vernon Village School - 95.6%, Clark-  
 304 Wilkins - 95.3 and Amherst Middle School - 95.3%.

305 In the 2019- 2020 School Year, Souhegan - 96.7%, Mont Vernon Village School - 96.9%, Clark-  
 306 Wilkins - 96.9% and Amherst Middle School - 96.8%.

307 They are also just started tracking how students are doing outside of high school, please note that  
 308 the data is not fully recorded.

309 She also explained the Class of 2012 Post Secondary Enrollment and Progress Chart.

310 Overall, NWEA results show high achievement and average growth. Their top quartile of  
 311 students are growing less than all other quartiles. Their reopening professional development is  
 312 focusing on using formative assessment to better target supports and enrichment for individual  
 313 students. They have also built more flexible structures into our school schedules to provide  
 314 deeper intervention and enrichment opportunities.

315 Additionally, their achievement and growth levels dip in math starting in grade 3 and continuing  
 316 through grade 5. There is also a dip in grade 5 ELA (grade 4 instruction). They were hoping to  
 317 pilot new math materials this school year but have had to hold off. During their reopening PD,  
 318 they will be focusing on identifying priority standards in math to target our instructional areas of  
 319 focus. For ELA, they are utilizing new resources in grade 4 this year that are consistent with their  
 320 grades K-3 resources.

321 Their PSAT results are above the state average and 2019 results show higher achievement levels  
 322 than our 2018 results. She is interested to review fall 2020 SAT results for seniors to compare to  
 323 fall 2019 PSAT. They will continue to monitor PSAT results to provide supports to students  
 324 prior to spring SAT.

325 Their attendance rates are consistent across our buildings and higher than the state average. They  
 326 will continue to monitor attendance rates and explore new reporting available in Power School.

327 Also, their graduation rate is above the state average and state target. They will continue to  
 328 monitor graduation rate and drop-out rate and continue to develop individualized plans for  
 329 students at risk for dropping out.

330 They are above or near the national average for percent of students attending college  
 331 immediately after high school and for our sophomore persistence rate. They will continue to  
 332 monitor student tracker results and explore ways to gather additional feedback from graduates.

333 Ms. Landwehrle noted that there are some links for further information.

334 Mr. Gauthier inquired about Science assessments.

335 Ms. Landwehrle replied that since it was a disrupted school year, she did not pull the scores.

336 Ms. Taylor questioned about the Top 5 as a Ranking.

337 Ms. Landwehrle explained that she does not have comparative district data.

338 Ms. Taylor remarked that U.S. News and World Report also uses the SAT and AP scores for  
 339 ranking the High School. She asked what will they be using.

340 Ms. Landwehrle replied that they will be administering the SAT at the end of September to their  
 341 seniors.

342 Ms. Kuzsma asked about the dip in the math scores.

343 Ms. Landwehrle explained that it is due to not having that deep understanding of numbers. It is  
 344 happening earlier than 4<sup>th</sup> grade and maybe a cumulative effect.

345 Ms. Kuzsma added that this is an ongoing issue.

346 Ms. Landwehrle mentioned that it was with NHSAS with this you are looking at the entire year  
347 before.

348 Ms. Facey inquired about Math.

349 Ms. Landwehrle remarked that NWEA is using the middle point.

350 Ms. Facey gave her support for looking at new math materials, she questioned if they should be  
351 looking at other variables and if they have expertise in-house.

352 Ms. Landwehrle replied that they have been looking deeply at professional development. They  
353 have been continually training their teachers in Math. They are constantly making adjustments  
354 with assessments and there is work that they are doing there.

355 Ms. Facey thanked Ms. Landwehrle.

356 Ms. Grund questioned the MAP growth in the 9<sup>th</sup> grade.

357 Ms. Landwehrle explained that it is indicative of 8<sup>th</sup> grade instruction. She is still trying to figure  
358 out the 8<sup>th</sup> grade and there have been dips in years. It is more of a dip than previous years.

359 Ms. Grund asked about the PSAT cohort, is it typical.

360 Ms. Landwehrle replied that you have to go back to their 8<sup>th</sup> grade year. She can go back and  
361 look at the previous results.

362 Ms. Grund inquired about post high school reporting and if it measures a trade school.

363 Ms. Landwehrle explained that in her presentation they do report of the other options.

364 Ms. Grund asked if they can separate from remote learning curriculum from in-person on  
365 assessments.

366 Ms. Landwehrle noted that they can pull the information by the teacher. They certainly can do  
367 that manually.

368 Mr. Eckhoff asked about the costs of changing out the math program. He is hoping that it will  
369 not dissuade them.

370 Ms. Landwehrle replied that they are in good shape in the high school, they have seen excellent  
371 growth. It made sense to look at K-5, then 6-8. It will spread the expenses out. The books for the  
372 most part are workbooks, and it would be a matter of teaching materials.

373 Ms. Facey commented on the importance of the SAT. She questioned if there was a prep course  
374 available, students respond better to structure.

375 Ms. Landwehrle replied that it will be something she will budget for this year.

376 The Board thanked Ms. Landwehrle.

377 IX. SAU Board Goals

378 Mr. O'Keefe mentioned that Mr. Coughlan had noted previously that they have not defined  
379 Board Goals for the Superintendent, this was due to the change in election and Covid-19.

380 In May, Ms. Facey had made a Google Doc for board input, but they have been unable to locate  
381 it.

382 Ms. Facey replied that she can share that again.

383 Mr. O'Keefe suggested that they should start with short term goals for Superintendent Steel from  
384 now to the end of the school year. He opened up the floor for discussion.

385 Mr. Steel then shared the Google Doc with the Board.

386 Mr. O'Keefe requested the Board to review the list and see if they want to make any  
387 modifications. They can then vote at the end of their September meeting. He suggested that they  
388 keep the information and add a page. The last edit was made by Mr. Conklin on April 6<sup>th</sup>, 2020.

389 He asked Mr. Coughlan if there was anything else.

390 Ms. Taylor remarked that Superintendent Steel deserves credit for all of his work on the  
391 reopening plan.

392 X. Superintendent's Evaluation

393 Mr. O'Keefe noted that in the packet there is a copy of the evaluation form. He added that Ms.  
394 Kuzsma had mentioned that they were changing it.

395 Ms. Kuzsma replied that it is CBI, and there are no edits.

396 Mr. O'Keefe requested that the Board print out CBI and submit to their individual Board Chairs.  
397 The Chairs will then forward them to him, and they will discuss at their next meeting, in Non-  
398 Public session, on Monday, September 14<sup>th</sup>, 2020.

399 Ms. Kuzsma asked for clarification.

400 Mr. O'Keefe added that the evaluation period will be based on the previous calendar year.

401 He requested that they be turned in to their Board Chairs on September 11<sup>th</sup>.

402 They just want to provide Mr. Steel with the proper feedback per his contract.

403 XI. Policy BHC Board Member and Staff Communications

404 Mr. O'Keefe mentioned that this is just a reminder that they should not send communications to  
405 anyone else other than the Superintendent. They do not want to make an employee feel  
406 uncomfortable. As a part of practice, you can CC the Board Chair.

407 As parents, if you have a question to a teacher it is important to use your personal email.

408 Ms. Taylor inquired about response time for the Superintendent.

409 Mr. O'Keefe replied that it should be reasonable. He added that if she is not comfortable to bring  
410 it up through her Board Chair.

411 Ms. Taylor inquired if it should be a week or day.

412 Mr. O'Keefe replied that his job is to run the schools and is empowered to do the things that he  
413 needs to do.

414 He reminded the Board that the policy states that they should follow the proper chain of  
415 command.

#### 416 XII. Board Meeting Structure

417 He added that they should put the items of interest on to a Trello Board. He will go through and  
418 try and pick and unfortunately will not get through all of them.

419 Mr. Steel shared his screen with the "Future" Card on the SAU Board Meetings Trello Board.

420 Mr. O'Keefe requested that the board submit one or two ideas to him and CC their Board Chair.  
421 They can discuss it at the 4 Chairs Meeting.

422 Mr. Steel explained that a lot of these items are tied to the Master Plan Trello Board.

#### 423 XIII. Public Comment II of II

424 Mr. Larry Ballard, AMS Teacher, commented that in the beginning of the meeting he was asking  
425 for Teacher input. He added that there is a lot of concern with safety. The Reopening Plan was  
426 complete, but he is worried about the timing of the funding mechanism. He added that the  
427 teachers are excited to their students.

428 The Board thanked Mr. Ballard for his comments.

#### 429 XIV.

430

## 5 – Year Assessment Plan

Assessment	Dial	NWEA MAP	AIMS Web / Acadience	NHSAS	PSAT	SAT	OSCD - PISA
Description	Screening tool for early childhood areas: Motor, Concepts, Language, Self-help development and Social-emotional development	Computer adaptive standardized assessment in math and reading.	Short one on one or small group assessment in math and reading	Computer adaptive standardized assessment in math, ELA, and science	Preliminary SAT is a practice version of the SAT exam where students can also qualify to receive a National Merit Scholarship	Entrance exam used by many colleges and universities to make admissions decisions. It is also used by the NHDOE as a grade 11 annual assessment.	PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.
Purpose	K screening tool to determine eligibility for summer Blast off to K and for classroom placement	Universal screener to collect benchmark data on all students; Provides a growth measurement and instructional planning tools	To monitor progress of students receiving a tier 2 or tier 3 intervention	Summative assessment for state accountability	Provide a practice SAT so students can better prepare for the SAT administration in spring	Summative assessment for state accountability; provides SAT score to students for college entrance	Provide an additional data point for evaluation of our math, science, and literacy curriculum and programs.
Grade Level	Incoming K students	Grades K-10	Grades K-8 (select students only)	Grades 3-8 Math and ELA; Grade 5 and 8 and 11 in Science	Grade 11	Grade 11	15-year old students
Administration	Annual (2020-2025)	Annual (2020-2025) Grades K-2 – fall, winter, spring Grade 3-8 – fall and winter Grades 9-10 - fall	Annual (2020-2025) Fall, winter, spring benchmark; Progress monitoring frequency depends on intervention	Once a year in the spring ( <i>date set by NHDOE</i> )  <i>5-year assessment plan determined by NHDOE</i>	Annual (2020-2025)  October	Once a year in the spring ( <i>date set by NHDOE</i> )  <i>5-year assessment plan determined by NHDOE</i>	Triennial ( <i>Last administration 18-19 school year</i> )  21-22 school year
Results	Immediate results once assessment data is scored	24 hours after testing	Immediate results once assessment data is entered / scored	Typically 24-48 hours after submitting the assessment	Early December	Late spring – determined by NHDOE	Approximately 3 months after administration
Student Test Time	Part of K screening process which typically includes about 1 hour of time	30-60 minutes per content area	5-20 minutes	Untimed – typical test time: math and science up to 2 hours; Literacy up to 4 hours	2 hours and 45 minutes	3 hours	2 hours plus time to complete questionnaire



Budget	Assessment kits already purchased. Annual supplies purchased as needed from: A:10.2123.331.05 M:10.2123.646.10	Per student cost with additional costs for advanced reporting. Budgeted to: A:10.2123.331.03 or .05 M:10.2123.646.10 S: 10.2123.330.30	Per student cost budgeted to: A:10.2123.331.03 or 05 M:10.2123.646.10	State assessment, no cost to district	Per student cost budgeted to: 10.2123.330.30	State assessment, no cost to district	Cost TBD - assessment organization has recently changed  Will be budgeted to 10.2123.330.30 for FY22
Additional Notes		Only consistent longitudinal data point on academic performance. Also used for full day K evaluation.	Used to monitor student progress to inform interventions and supports.	Assessment determined by NHDOE		Assessment determined by NHDOE; Spring 2020 assessment will take place fall of 2020	

## SAU 39 ANTI-DISCRIMINATION PLAN



SAU 39  
PO Box 849  
1 School Street  
Amherst, NH 03031

## NOTIFICATIONS:

### NOTIFICATION OF TITLE VI, TITLE XI, SECTION 504 POLICIES

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

### EQUAL EMPLOYMENT & PROHIBITION AGAINST DISCRIMINATION IN EMPLOYMENT

The School District and SAU 39 is an Equal Opportunity Employer. The District and SAU ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District and SAU will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District and SAU will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

## SUMMARY OF PARENT/GUARDIAN RIGHTS:

These safeguards are guaranteed to children and their families by Public Law 94-142, The Education for All Handicapped Children Act of 1975, and Section 504 of Public Law 93-122, The Vocational Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act, reauthorized 2004.

1. Parents and Guardians must receive written notification before the school may conduct individual testing of students. The school has the right to proceed with the individual testing if no answer is received to any of the school's attempts to get permission for evaluation if the evaluation is a reevaluation.
2. Parents and Guardians must receive written notification of any initiation or refusal to initiate a change in their student's educational placement.
3. Parents and Guardians have the right to present their views regarding the identification, evaluation, placement or provision of a free appropriate public education to their child. This includes the right to request an educational evaluation.
4. Parents and Guardians have the opportunity to present information from an independent educational evaluation of their student.
5. Parents and Guardians have access to all relevant school records of their student.

6. Either Parents and Guardians or the school may initiate an impartial due process hearing to resolve differences that could not be resolved informally. The request is filed with the NH Department of Education. In conducting such a hearing, parents must:
  - a. receive timely and specific notice of the hearing
  - b. have the right to be accompanied and advised by counsel and/or individuals with specific knowledge or training with respect to the problems of handicapped students
  - c. confront, cross-examine and compel the attendance of witnesses
  - d. present evidence relevant to the decision
  - e. obtain a written or electronic verbatim record of the hearing, and obtain written findings of facts and decisions.

The hearing will be conducted by an impartial hearing officer selected from a list provided by the Department of Education. The decision of the hearing is binding on all parties pending appeal. Either party has the right to appeal the findings and decision of the hearing through the Board of Education.

During the above process the students shall remain in the original program or any other program to which both parties can agree. Students receiving special education and related services must receive a periodic re-evaluation every three years. These rights transfer to a student when he/she reaches the age of 18 unless a guardian has been appointed by the court. These rights would then be retained by a court appointed guardian.

## ANNUAL NOTIFICATION REGARDING PARENTS RIGHTS OF ACCESS TO STUDENT RECORDS:

Each year during registration, parents are required to review our Student Records and Access policy JRA. Parents of students or 18-year old students who wish to review any or all of the school records pertaining to the student should contact the building principal.

## PROCEDURE TO INSPECT AND REVIEW RECORDS

- Parents/guardians and eligible students wishing to inspect student records must file a written request to do so with the School principal. Such inspection shall take place during regular school hours or at reasonable times during vacation periods, but not during weekends or holidays.
- Single copies of appropriate records shall be made available in a reasonable length of time, but in no case more than 14 days after request has been made in writing to the school principal. The records may be inspected by the parents, guardians, and all students once they reach 18 in the presence of the School principal or his/her designee.
- The School shall make a written record of the disclosure of all student records, except directory information, and such record will be kept in the student's file. This record of disclosure is also available for inspection by the parent or eligible student. A record of inspections will also be kept.
- In cases involving a third-party request for records requiring consent for disclosure under law, the student over 18, parent or guardian shall sign a consent form furnished by the School principal. Forms used will identify the records to which access is sought and will be placed in the student's file as a record of the request.
- Access will be refused or granted depending upon the propriety of the request and validity of the request and consent forms.

- If a request for access is refused, and the party who requested access objects to said refusal, said request will be referred to the Superintendent for a final ruling. The School principal shall be the custodian of all student records in his/her school.

## PROCEDURE TO AMEND RECORDS

- The parent or guardian of a student under 18, or a student over 18, shall have an opportunity to identify in writing, addressed to the School principal, the record or records which he/she believes are inaccurate, misleading or otherwise in violation of the student's privacy rights, together with a statement of the reasons for the requested amendment of the record.
- A response by the School principal shall be made within 14 days indicating whether he/she finds the record to be inaccurate, misleading or otherwise in violation of the student's privacy rights and if so how the record will be corrected or deleted. The parent, guardian or eligible student will then be given 5 days from receipt of the principal's decision to refer the request on to the Superintendent for a hearing.
- If requested, a hearing before the Superintendent or Superintendent's designee who does not have a direct interest in the outcome of the hearing, shall be held within a reasonable period of time, but in no case more than 45 days after receipt of such a request by the Superintendent. The parent, guardian or student 18 years or older, will have the right to be represented by counsel and to present evidence in support of his/her belief that the record should be amended. A written decision will be rendered within 30 days stating the disposition of the challenge to the record and the reasons for the determination. Although the hearing may be informal in nature, the processes used shall ensure fairness and impartiality. The decision made shall be final and not subject to appeal.
- If as a result of the hearing the Superintendent or his/her designee decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, he/she shall inform the parent, guardian, or the eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the School District.

## MAINTENANCE OF STUDENT RECORDS

The School principal shall ensure that all student records are maintained in accordance with retention schedules established by law or School District policy.

## PROHIBITION OF DISCRIMINATION, HARASSMENT AND VIOLENCE:

### GENERAL STATEMENT OF POLICY

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

The District and SAU will act to investigate all complaints, either formal or informal, verbal or written, of harassment or discrimination and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

Procedure for filing a written complaint are outlined within this document.

### SEXUAL DISCRIMINATION / HARASSMENT DEFINED (See Policy ACAC)

**“Sexual harassment”** prohibited under Title IX and by our policy *is conduct on the basis of sex* (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; **OR**
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.<sup>1</sup>

Behaviors that constitute sexual harassment may include, but are not limited to:

- i. Sexually suggestive remarks or jokes;
- ii. Verbal harassment or abuse;
- iii. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
- iv. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- v. Harassing or sexually suggestive or offensive messages that are written or electronic;

- vi. Subtle or direct propositions for sexual favors or activities;
- vii. Touching of a sexual nature or groping; and
- viii. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

## RACIAL DISCRIMINATION / HARASSMENT DEFINED

Racial harassment in public schools violates Title VI of the Civil Rights Act of 1964; sexual harassment violates Title IX of the Education Amendments of 1972. Racial discrimination/harassment is present if a person is treated differently on the basis of race, color, or national origin in the context of an educational program or activity without legitimate nondiscriminatory reason so as to interfere with or limit the ability of the person to participate in or benefit from the services, activities, or privileges provided by the recipient.

Racial discrimination/harassment may include but is not limited to:

- 1. Harassing conduct that is physical, verbal, graphic or written;
- 2. Injury to persons or property or;
- 3. Conduct threatening injury to person or property.

## REPORTING:

### REPORTING PROCEDURES

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator, and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

## ALTERNATIVE COMPLAINT PROCEDURES AND LEGAL REMEDIES

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. **Office for Civil Rights, U.S. Department of Education**, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109- 3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

*Note:* Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. **New Hampshire Commission for Human Rights**, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: [humanrights@nh.gov](mailto:humanrights@nh.gov)

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

## INVESTIGATION PROCEDURES:

The building principal or superintendent upon receipt of a report or complaint alleging discrimination and/or harassment, either verbal or written, shall immediately undertake or authorize an investigation. The investigation may be conducted by the Building Principal, District’s Human Right’s Officer, Title IX Coordinator, 504 Coordinator or by a third party designated by the Superintendent or designee.

## FILING THE COMPLAINT FORM

1. The complaint shall be signed by the complainant;
2. Shall describe in detail the specific incident(s), occurrence(s), decision(s), and other factual matters believed to constitute unlawful discrimination, harassment, or retaliation;
3. Name as the respondent(s) the individual, department, committee, or other body whom the complainant believes to have engaged in prohibited behavior; and
4. Include a brief statement describing the resolution, relief, or action requested by the

complainant; Someone other than the complaining party can write the complaint if necessary.

See Appendix A for Complaint Form.

Jurisdiction under these procedures is met

when:

1. The allegations of the complaint meet the definition of discrimination or harassment;
2. The complaint was timely filed; and
3. The complaint has complied with “Filing the Complaint Form” requirements as described above.
4. The complaint shall be dismissed if the Superintendent determines that the district does not have



jurisdiction over the complaint.

There shall be the right for either party to request the Superintendent to reconsider decisions. There is also the right to appeal the decision of the Superintendent to the school board. The complaining party may, at any time, pursue the matter through other state agencies or through the United States Department of Education, Office for Civil Rights.

## INVESTIGATION

1. The investigation, at a minimum, will consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods including retrieval and review of documents deemed pertinent by the investigator.
2. In determining whether alleged conduct constitutes a violation of this policy, the investigation should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
3. In addition, the principal, assistant superintendent or superintendent may take immediate steps to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged discrimination/harassment.
4. The investigation will be completed as soon as possible, but within 20 business days of the date the complaint was received by District, the superintendent will update the complainant and respondent on the progress of the investigation.
5. The investigator shall make a report to the Superintendent upon completion of the investigation.
6. If the complaint involves the Superintendent, the report may be filed directly with the School Board Chair.

## INFORMAL RESOLUTION

Because of the personal and often embarrassing disclosures concomitant to making or responding to accusations of discrimination / harassment, the district strongly encourages complainants to attempt to resolve their complaint informally (in lieu of or before commencing formal proceedings).

Informal resolutions maybe attempted by taking the opportunity to utilize facilitated mediation with a neutral party (e.g. HR Department Representative) This step is not mandatory and would require the consent of both complainant and respondent.

## DISCIPLINARY ACTIONS

Upon receipt of an investigation report which indicates that the complaint is valid, the Superintendent shall determine the appropriate disciplinary action if the individual(s) against whom the complaint is filed is an employee. Disciplinary action shall be appropriate to the severity of the discrimination/harassment and may include warning, referral of an employee to the Employee Assistance Program, suspension, or termination.

If a substantiated complaint is filed against a student, the building principal shall determine the appropriate disciplinary action. Parents shall be notified consistent with policies dealing with discipline and due

process procedures. Disciplinary action shall be appropriate to the severity of the discrimination / harassment and may include warning, suspension, or recommendation to the superintendent for potential expulsion.

The results of the investigation and the disciplinary action taken will be reported in writing to the complainant by the principal within ten working days following the receipt of the investigation report, which validated the complaint.

In all instances involving certified staff members, a substantiated complaint will result in the Superintendent immediately notifying the Department of Education's Office of Credentialing.

## RETALIATION

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

## PREVENTION

It is important that all students and employees understand what constitutes discrimination and harassment and their right to report unwelcome behavior. Administration will educate those within their building regarding this policy annually, and should be watchful for behavior which fits the description of discrimination or harassment. Employees who witness such behavior as a third party have a responsibility to report it. In addition, a required training plan will be developed each year to ensure staff receives appropriate training in all required areas.

## FALSE CLAIMS OF NON-DISCRIMINATION/NON-HARASSMENT:

The school district recognizes that not every advance or communication based on race, color, religion, gender identity, sexual orientation, national origin, disability, age or status in any group protected by federal or state law constitutes discrimination or harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory/harassing employment or classroom learning effect requires a determination based on all the facts and surrounding totality of circumstances. False accusations of discrimination and/or harassment can have a serious detrimental effect on innocent parties and may result in disciplinary action.

## APPENDIX A – DISCRIMINATION / HARASSMENT COMPLAINT FORM

### **HARASSMENT, DISCRIMINATION, OR RETALIATION COMPLAINT FORM**

***If you have experienced or been threatened physically or sexually with assault, harm, or injury, notify 911 immediately.***

Directions:

Please fill out this form if you believe you have experienced or witnessed an act of discrimination, harassment (including bullying and other behaviors that lead to a hostile work environment), or retaliation. Please see pages 3-5 for information on different types of discrimination, harassment, or retaliation.

You may submit this form electronically or by hard copy to a trusted supervisor, administrator, or the Human Resources department. If you prefer to submit a complaint verbally, you may do so by contacting any of the previously mentioned staff members. If you prefer to submit this complaint anonymously, please mail to 114 Cougar Court, New London, NH 03257 or send through interoffice mail to: Human Rights Officer – SAU Office.

Whether or not you file a complaint with the Kearsarge Regional School District, you also have the right to file a complaint with an external agency. These include:

- ☐ **Office for Civil Rights: U.S. Department of Education;** 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone - 617-289-0111; Email - [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)
- ☐ **N.H. Commission for Human Rights,** 2 Industrial Park Drive, Concord 0330, Telephone - 603-271-2767; Email – [humanrights@nh.gov](mailto:humanrights@nh.gov)
- ☐ **N.H. Department of Justice, Civil Rights Unit;** 33 Capitol Street, Concord, NH 03301; Telephone – 603-271-1181
- ☐ **N.H. Department of Education, Commissioner of Education;** 101 Pleasant Street, Concord, NH 03301, Telephone – 603-271-3494; Email - [info@doe.nh.gov](mailto:info@doe.nh.gov)

For additional information, please see: *Policy AC – Nondiscrimination*

## **HARASSMENT, DISCRIMINATION, OR RETALIATION COMPLAINT FORM**

### **What type of complaint are you filing?**

(Choose all that apply, please see definitions at end of form)

☐ Discrimination (check all that apply)

- ☐ Age
- ☐ Creed
- ☐ Disability, presence or perception of
- ☐ Gender
- ☐ Gender Identity Gender identity
- ☐ Genetic information
- ☐ Marital status
- ☐ Military status
- ☐ National origin
- ☐ Pregnancy
- ☐ Race/ethnicity/color
- ☐ Religion
- ☐ Sexual orientation
- ☐ Other (please explain):

☐ Harassment

☐ Hostile Work Environment

☐ Retaliation

☐ Sexual Harassment

☐ Other (please explain): \_\_\_\_\_

<b>Who is this complaint against?</b>	
Name:	
<input type="checkbox"/> <b>Employee</b>	<input type="checkbox"/> <b>Non-Employee</b>
School:	Affiliation:
Phone:	Phone:
Email:	Email:
Notes:	Notes:
Date(s) of incident(s):	Date(s) of incident(s):

**Please include any information that you are able to and/or comfortable including.**

<b>Who is filing this complaint?</b> <i>Leave blank if filing anonymously.</i>	
Name:	
<input type="checkbox"/> <b>Employee</b>	<input type="checkbox"/> <b>Non- Employee</b>
School:	Affiliation:
Phone:	Phone:
Email:	Email:
Notes:	Notes:

**Please describe what happened.** The more information and details you are able to provide, the more helpful it will be in our ability to follow-up. The type of information that is helpful includes: dates, times, locations, witnesses, and any details you are able to provide about the event(s), incident(s), and/or behavior(s). If you have included your name, the Office of Human Resources may follow up with you for more information.

**Is there anything else you'd like the Office of Human Resources to know?**

## Definitions:

As used in Policy ACAC and the Title IX Grievance Process, the terms below shall have the meaning ascribed.

**“Actual knowledge”** occurs when the District’s Title IX Coordinator or **ANY** employee (other than a “respondent” or alleged harasser) receives a notice, report or information or becomes aware of sexual harassment or allegations of sexual harassment.

**“Complainant”** is an individual who is alleged to be the victim of conduct that could constitute sexual harassment, whether or not that person files a report or formal complaint.

**“Days”** shall mean calendar days, but shall exclude non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

**“Decision Maker”** means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as “initial decision maker”); or the responsibility to decide any appeal (at times “appeals decision maker”) with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.

**“Determination of Responsibility”** is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal Complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment Under Title IX.

**“Formal Complaint”** means a document filed by a complainant, the complainant’s parent/guardian, or the Title IX Coordinator, alleging sexual harassment against a respondent, and requesting that the district investigate the allegation of sexual harassment.

**“Respondent”** is an individual who is reported to be the individual accused of conduct that could constitute sexual harassment.

**“Sexual harassment”** prohibited under Title IX and by this policy *is conduct on the basis of sex* (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

4. An employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
5. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; **OR**
6. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

- ix. Sexually suggestive remarks or jokes;
- x. Verbal harassment or abuse;
- xi. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);

- xii. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- xiii. Harassing or sexually suggestive or offensive messages that are written or electronic;
- xiv. Subtle or direct propositions for sexual favors or activities;
- xv. Touching of a sexual nature or groping; and
- xvi. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

***Note:** incidents of the above conduct would still need to satisfy one or more of the criteria in paragraphs 1-3 of this definition.*

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. **Policies prohibit both, but for purposes of its Title IX obligations the organization must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope Policy and Title IX Grievance Process.** Except as used in other laws (e.g., Title VII) or policies pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean sexual harassment that meets the above definition.

Conduct that satisfies this definition is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser/respondent and the context in which the harassment occurred.

***NOTE Regarding Concurrent Enrollment and Dual Enrollment, Extended Learning Opportunities, 3<sup>rd</sup> Party Distance Learning and Other Alternative Instructional Programs:** Under federal regulations, in order for the District to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the District must have substantial control over both the respondent and the context in which the harassment occurred. In general, this will mean that unless such learning program is occurring upon district property, conduct otherwise meeting the definition of sexual harassment within that program, may not be subject to this policy.*

**“Supportive Measures”** are free, non-disciplinary, non-punitive, individualized services and shall be offered to the complainant, and may be offered to the respondent, as appropriate. These measures may include, but are not limited to, the following:

- 1. Counseling;
- 2. Course modifications;
- 3. Schedule changes; and
- 4. Increased monitoring or supervision

Such measures shall be designed to restore or preserve equal access to the District’s education programs and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment and/or deter sexual harassment. Supportive measures shall remain confidential with exclusive exceptions stated required in Sec. II.E, (see Policy ACAC).



Enrollment 2020-2021 School year      Consent Agenda Item #4

September

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	645	19	110	104	143	127	142								
Mont Vernon Village School	205		26	29	27	32	30	28	33						
Amherst Middle School	618							130	137	185	166				
Souhegan High School	711											164	178	190	179

## Consent Agenda Item #5



### Clark-Wilkins Elementary School Principal's Report - September 2020

	Segment One		Segment Two	
Grade	Remote	In Person	Remote	In Person
PK	N/A	19	N/A	19
K	25	85	25	85
1	23	81	22	82
2	48	95	44	99
3	41	86	40	87
4	47	95	43	99
Total	184	461	174	471

### Kick Off

Our first week of school has been a success at Clark-Wilkins! We are very appreciative of the staff, students, and parents who have taken the time to review and implement our updated protocols for enhanced safety throughout the buildings.

These protocols have included significant changes to our arrival and dismissal procedures from previous years. Students at Clark are using Davis Lane for bus drop off and parent drop off occurs in the front loop. Parents of preschool students use designated parking spaces to park and escort their child to an exterior entrance of the classroom. At Wilkins, students are unloaded by bus and use the middle hallway doors to go directly to their classrooms. First and second grade students are dropped off in the front loop and third and fourth grade students are dropped off by parents at Jones Road. All walkers and parent drop off students use designated entrances by grade level to minimize congregation of students as they enter the school building. We have been closely monitoring the parent drop off numbers and are considering making a change for segment 2 to allow for all students to be dropped off at the front loop, which would eliminate the Jones Road drop off location.

Throughout the school day, teachers are utilizing outdoor spaces for learning and mask breaks on a regular basis. Our students are taking their mask wearing responsibility seriously and are wearing them inside of the buildings. We have installed additional sinks for hand washing at Wilkins in the hallways to encourage students to wash their hands with soap and warm water on a more regular basis. Additionally, all students have access to hand sanitizing stations within their classrooms. Teachers have been working closely with our nursing teams to educate, promote, and support students in developing healthy habits that align with our safety protocols.

Lunches are being served in the classroom and the food service team is able to prepare individual lunches for students based on orders placed by parents when they complete the COVID-19 screening form each morning.

Our Teacher Leadership team worked to develop a recess schedule that safely provides for four separate recess spaces that can be used by one pod of students at a time at Wilkins. At Clark, each pod has recess at their own time and utilized the full playground space. We are in the process of hiring our lunch and recess paraprofessionals and look forward to them joining our team to help provide additional coverage and support for our students.

The afternoon dismissal process has changed from previous years and allows for limited congregation of students in a given space at both Clark and Wilkins. Students are called by individual bus from their classrooms as the busses arrive and are no longer queuing up in a main space to board buses. Additionally, parent pick up students are separated into waves that allow for us to have a smaller number of students waiting for vehicles in the multipurpose room. Walkers have also been divided into waves which allow for a smaller number of students to be accounted for by a staff member prior to walking them to the walker drop off location.

## **Social Emotional Learning**

Teachers, both in the remote and in-person setting have been focusing on reconnecting with the students and families. We know how vital relationship building is during these first segments of school, so focus is being placed in these areas. Teachers have reported their excitement of getting students back in front of them and taking this journey with them this year. We have weekly guidance lessons along with daily morning meetings to support students around social emotional learning. Many remote teachers are also meeting weekly to support parents with their students. We also have additional supports available to students through our counselors and social workers in the building. We are happy to report that students have been excited to get back to school and have made adjustments with masks and other changes to the schedule. It has been a great start and we will continue to make adjustments. The Culture Club will also be addressing ways to build the sense of community and culture in this new environment.

## **Culture Club**

Now that we have our first week under our belt, we will re-engage our Culture Club Committee to support some of last year's goals, while addressing some new ones. A big goal this year will be how do we keep students and staff engaged and feeling part of CW while some are remote and others are in-person. We are purposely keeping pods and grades separated for safety, but how can we bring everyone together to feel part of the school community? Student leadership was a goal last year and we implemented many successful clubs and opportunities, how can we continue that effort this year? We spent most of the year building the foundation for positive behavior supports using Hootie as our mascot and spokesperson for the school. We will find different ways to continue to support this effort and build Hootie spirit throughout the year.

## **Professional Development**

All Clark-Wilkins teachers and support staff received extensive professional development prior to the start of the school year. Professional development was provided in both virtual and remote formats for staff to be able to participate. Topics included social emotional learning led by our counseling and social work team, curriculum review and revisions, technology training, and remote learning instructional strategies. Additionally, teachers were provided with time to collaborate with their colleagues to discuss students as they transition from one grade level to another.

## **Remote Learning Day - September 8, 2020**

All students at Clark-Wilkins participated in remote learning on Tuesday September 8th. For students who elected in person instruction and let the district know that they needed a device, laptops were sent home with them on Thursday September 3rd. Students returned these laptops on Wednesday September 9th. They will be sanitized and prepared for redistribution to classrooms.

Each classroom teacher has an established Google Classroom and utilized Zoom on September 8th to connect with their students.

## **Instructional Updates**

In person and remote teachers are able to use the 8:10 to 9:10 planning time to meet and collaborate on curriculum resources and instructional pacing in order to ensure equity of experiences for students in both environments. We have adjusted our instructional calendars to emphasize critical standards and provide consistency across the in person and remote settings. Teachers will administer essential summative assessments, focusing on performance assessments, and conduct frequent formative assessments to determine if adjustments need to be made to meet the needs of their students.

## **NWEA Testing**

Clark-Wilkins students, in person and remote, will complete NWEA testing during the end of the second and beginning of the third segment of the school year. We are working with our technology team to clean and prepare devices that were used during the remote learning day and then distribute them to classrooms in order to complete NWEA testing.



MONT VERNON VILLAGE SCHOOL  
PRINCIPAL REPORT-SEPTEMBER 2020

**ENROLLMENT**

**MVVS (\* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)**

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
<b>K</b>	21									
<b>1</b>	23									
<b>2</b>	20									
<b>3</b>	30									
<b>4</b>	23									
<b>*5</b>	20									
<b>6</b>	27									
Total	164									
Family	143									

**Remote**

K-4	27									
Gr.5-6	14									

**Homeschool Students**

K-6	11									
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## **MONT VERNON PRIDE**

During the last weeks of summer, Mont Vernon Village School staff members worked tirelessly to prepare for both in-person and remote learning. They participated in nearly two weeks of professional development that consisted of learning new software, developing curriculum maps, and, in some cases, completely revamping curriculum.

We had four staffing changes so far, with Mrs. Garrity teaching both in-person and remote technology, Miss Anderson teaching 5/6 remote students, Mrs. Holm teaching K-4 ELA remote students, and Mrs. Brown teaching K-4 math remote students. All four teachers have been absolute rockstars; they have embraced challenges with enthusiasm and a desire to do what is best for all of the students they serve.

Additionally, our paraprofessionals were integral in ensuring a smooth start to the school year. They helped teachers prepare classrooms, bulletin boards, and student materials. They also worked with the special education team to ensure services for identified students is delivered seamlessly.

The office staff has put in many long days. Mrs. Soucy and Mrs. Jameson have been learning a new student information system, fielding parent phone calls, and making sure all students are ready as we move in and out of modalities for each segment.

Our nurse, Mrs. Deppen, has truly been a gift this year. She is never too busy to answer questions from parents or staff members. She has gone out of her way to ensure we have proper PPE and that we are adhering to social distancing guidelines. She has been educating students about our safety protocols with fun, educational presentations and videos.

Our facilities team has cleaned every inch of Mont Vernon Village School daily. We feel confident because we know our buildings are getting sanitized properly.

Also, our kitchen staff has gone above and beyond to deliver meals to students despite encountering many new challenges.

Finally, our PTA has partnered with MVVS to purchase outdoor shades, portable seating options, masks, and lanyards. We are beyond grateful for their unwavering support,

We always talk about how it takes a village, and that has never been truer than it is today.

## **CURRICULUM AND ASSESSMENT**

On September 14, September 21, and September 28, K-6 students will take tests called NWEA Measures of Academic Progress® (MAP®). We administer NWEA MAP tests to determine each child's instructional level and to measure academic growth throughout the school year, and from year to year in the areas of reading and math. Students will take the NWEA MAP tests on a computer.

MAP tests are unique in that they adapt to be appropriate for each child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with NWEA MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about each child's growth.

Each school year, students in grades K-6 will take the tests in September, December, and March. Following each testing period, parents will receive a report showing each child's growth.

### **CALENDAR EVENTS**

#### **September-**

14-28th-NWEA

September 14th-4pm-MVSB

5:30pm SCBM

6:15pm-SAU Board Meeting

17th-6pm-Joint Facilities Committee Meeting

#### **October**

12th-Columbus Day-No School

13th-6pm-Ways & Means Committee

28th-6pm-Ways & Means Committee

29th-MVVS Early Release ONLY-(according to school calendar)

PTA Box Tops Fundraiser-Facebook MVVS & PTA Site. Ongoing.



# PRINCIPAL'S REPORT

## Amherst School District

Amherst Middle School

September 14, 2020

Bethany Bernasconi, Ed.D., Principal

### Consent Agenda Item #7

1

### Middle School Excellence- Featured Update

The first days of school have found laughter, connection, and collaborative problem solving whether on the screen or in the building! Everyone agrees that working with our students again is without a doubt the best part of our days! Segment 1 has truly focused on community and relationship building, learning how to navigate the building safety and responsibly, understanding what online learning looks like and its expectations, and helping everyone settle back into a school routine. Our morning drop-off and dismissal continues to be refined and has been going smoothly with the support of staff and families. The mid-day "SMART" lunch and the ability for oncampus learners to eat outside, as well as providing time for online learners to disconnect from screens, has been a true silver lining of these beautiful September days. It is clear that students are happy to be back in school and are committed to doing their part to keep our community of learners safe and healthy!

*Objective: To better use the time we are allocated to meet student needs*

- **AMS Launchpad and Morning Meetings-** In order to support connections and provide an anchoring adult for each of our students, AMS 5th graders participate in Morning Meeting and 6-8th grade students participate in Launchpad. Morning Meeting is also practiced at Clark-Wilkins and the familiar format offers our newest students a bridge into the middle school as they transition this year. This year, Launchpad is single grade level to help minimize mixing of students, and we are committed to multi-grade level format in future years. As we are one community of learners, Launchpads are a mix of both on-campus and online learners. This also supports students who may move between modalities.

*Objective: Support a culture where staff love to come to work each day*

- **One Community of Learners-** Building and supporting all in the AMS community as one community of learners this year will be a key focus of administration. Beginning on the first day of school AMS leadership held grade level meetings that incorporated both on campus and online learners. We plan to continue these meetings as well as grade level town halls specifically geared towards each modality. We are also planning meetings with online learners and administrators during each segment to make certain that our online learners know that we are here for them even if we don't get to greet them each day. This connected community is also critical for our staff. Faculty meetings and collaboration are being held both in person and on zoom, so that we can support one another in an inclusive manner. Additional Leadership office hours will be set with online teachers to support their unique challenges and opportunities this year. No matter the location, teaching or learning modality this year, we are all learning and growing through challenges together. Staying connected and supporting one another will be essential to the success of our one community of learners.

- **Differentiated Professional Learning-** Staff engaged in several days of professional development prior to the start of school. In addition, staff have been engaging all summer long in independent learning to hone their skills and learn new approaches in anticipation of this unique school year.
- **Re-opening Plan Participation-** Our plans are always better together! During August, opportunities were provided for all staff to participate in refining our reopening plans. From designing Eagle, providing input on scheduling, directed study ideas, and remote learning “Rules of the Road,” teachers shared ideas, offered feedback, and were an invaluable part of strengthening our plans to support all students this year.

*Objective: Students, teachers, and families collaborate, using goals, to empower student success*

- **Online Learning Update-** Online learning is a collaborative effort between families and teachers. Online teachers have been busy helping learners to navigate the new rules of the road for online learning, get set-up in all of their classes, share ideas about creating successful and supportive learning spaces and habits, as well as the overall navigation of a school day that looks very different. Core classes are a combination of live instruction with the teacher, collaborative and independent work, and personalized check-ins. Integrated Arts online courses are asynchronous and learners can interact with their teachers through email, GoogleClassroom, and submission of student work. We are also working on office hours or check ins for Integrated Arts online learners during Eagle. Full details of our online programming can be found in the [AMS Remote Learning Handbook](#).
- **Technology update-** To begin the school year, laptops have been issued to all online learners who requested technology, as well as all oncampus learners. We will continue to monitor our inventory and adjust if needed. If parents or students require any tech support, they can send an e-mail to [remotesupport@sau39.org](mailto:remotesupport@sau39.org)
- **AMS Transitions -** Transitioning to a new school can be both exciting and intimidating for students. To help students feel more comfortable with Amherst Middle School and tip the scale into excitement, tours were offered to incoming 5th grade, 7th grade MVVS, and all new students to the building just prior to the start of school. These small group tours allowed for questions and for students to feel more confident in beginning their journey at AMS.

*Objective: Support and create healthy, collaborative, flexible instruction spaces throughout campus in order to support personalized learning*

- **Facilities preparation-** Major preparations occurred around the building this summer to prepare for a safe and healthy school year. Several classroom moves occurred to create more collaborative opportunities for teachers as they work in content area teacher teams this year. 7/8 Social Studies, ELA, and Math pods of classrooms were created as well as 6th grade STEM and Humanities areas. Extra furniture has been removed from classrooms to maximize space for students and social distancing. The FY21 budget included the first year of a furniture replacement plan from AMS. With these funds, we were able to purchase 344 students desks to create further space and flexibility in the classrooms. Some classrooms still have larger tables and with the 160 desks approved as a reopening resource, we will be able to replace this remaining furniture to create more functional and safer spaces. All classrooms have hand sanitizer stations and we are encouraging students to pump in and out every time they pass through a door. Additional sanitizer stations have been mounted throughout the hallways and at every building entrance. We are also utilizing our outdoor spaces throughout the day. Teachers are able to sign out various spaces during instructional time to bring students outside for mask break or for a class.

During students' "SMART" Lunch, support staff have been bringing students out for a relaxed lunch and fresh air. With the nice weather, it has been wonderful to see students slowing down, taking a break from screens, and recharging their minds and bodies for an afternoon of learning. Five outdoor sinks are available for hand washing outside as well as tables and folding chairs. Lastly, we are continuing to refine our dismissal process at the end of the day in collaboration with Amherst PD. Thank you to parents for staying tuned in as plans change and for their support in streamlining our process.

## Facilities, Finance, and Operations

- **Budget-** The initial draft of the AMS budget has been submitted and we are working with the SAU to review and finalize the FY22 budget proposal.
- **Enrollment**

Grade	Segment 1. On-Campus (ave. class size)	Segment 1 Remote (ave. class size)	Segment 2 On-Campus (ave. class size)	Segment2 Remote (ave. class size)
5	91 (15)	38 (19)	91 (15)	38 (19)
6	90 (15)	46 (23)	91 (15)	45 (23)
7	133 (22)	53 (13)	140 (17-25)*	46 (12 or 24)**
8	114 (19)	53 (13)	114 (19)	52(13)
<b>Total</b>	428	190	436	181

\* Class size is dependent on room size. \*\*Science and Soc. Studies have 1 remote section of 24.



# Souhegan High School

## **PRINCIPAL REPORT-SEPTEMBER 2020**

Hope all is well.

We are excited to begin the 2020-2021 school year. Appreciate the opportunity to update the Souhegan school board. The summer has been productive as we have planned for the reopening of Souhegan High School. I am pleased with the efforts of the leadership team and staff as we begin the school year. We recognize that we are in the midst of a disrupted school year, but feel that we can still work towards evolving and improving Souhegan in both the short term and long term.

Although not the most ideal situation currently we have strived to create the best educational experience we can for the students of Souhegan. I have organized the report into four sections.

1. Souhegan Entry Plan\_Berry
2. Reopening Plan and Update
3. Facilities, Finance, Operations
4. 2020-2021 Goals and Objectives

### **Souhegan Entry Plan**

#### **A learning based entry plan for Souhegan High School**

##### **Introduction and Purpose:**

I am thrilled to have been selected as the next principal of Souhegan High School. This entry plan is to be considered a fluid document and already has taken on a different form given the circumstances we find ourselves in 2020. In preparation for the opportunity to serve your faculty, staff, students and families, I have developed a plan for my entry that outlines key activities that I would undertake in order to learn as much as possible about SAU #39 and Souhegan High School. This plan was written from the belief that a critical task for me as a new member of the SAU would be to learn from students, families, community members, and staff so that my decision making will be informed by a deep and broad understanding of the school districts comprising the SAU, as well as my past experience.

Through a series of interviews, conversations, focus group discussions, and forums, I would seek to learn about the successes, challenges, opportunities, and dreams at Souhegan from a variety of perspectives. Further, I would spend multiple days in September, October, and November observing classes, shadowing students, and assisting in support roles in order to see our educators and learners at work. Lastly, I would review documents, reports, and data from Souhegan High School and Amherst Middle School to inform my understanding.

The main purpose of this entry plan is to become more informed of those areas about which I have not already learned and begin developing steps to continue the great work that Souhegan has accomplished

in the name of all students. This work is never done alone as I will be collaborating with the SAU office and school leaders, a Transition Team representing a range of stakeholders, colleagues and students. This group will be valuable supports during the entry phase as well as provide input on the findings resulting from the research.

Findings will be organized into themes and produced in the form of an Entry Report that we will present to the Superintendent at a date to be determined. The report will include information and patterns of data that will serve as a foundation for aligning Souhegan High School goals to SAU-wide goals, the district Strategic plan developing a strategy, developing a timeline for guideposts and creating individual plans for implementation in the summer and fall of 2021.

Thank you for the opportunity to discuss how I may serve Souhegan and SAU 39 as Principal. I encourage honest feedback on this entry plan as we move through the first year.. I am eager to hear your thoughts and ideas on how it could be improved.

I would like to use this time to update the board on the first phase which began in March and April of 2020 and is still ongoing. As the year goes on I will update the board on additional phases.

### **Entry Plan Stages:**

The Entry Plan process I designed will have three stages. The first stage focuses on data gathering through listening, observing and analyzing. The second stage includes an inquiry into the root causes of significant district-wide challenges and successes, and the subsequent development of vision, goals and strategy. Finally, the third stage includes the creation of a district plan for implementation and progress monitoring to put the strategy into action. At each stage of the plan, there will be opportunities to check for understanding and make sense of data and analyses through a collaborative process before making final decisions about the plan.

### **Phase I: Listening, Observing and Analyzing**

Beginning in April and lasting through October would be focusing on discussions with staff including teachers, administrators, and support staff as well as forums with current and families, as well as a range of community partners including elected officials, town government, community-based organizations, business, higher education and foundation partners, and the media. There will be a semi-structured protocol tied to two guiding principles designed to frame the conversations so that they are purposeful and informative.

- **Listening Tour Principle 1** – We celebrate our successes by ensuring all members of the school's community are included and recognized regardless of levels of advocacy.
- **Listening Tour Principle 2** – We embrace our challenges and setbacks by having a vision of where we wish to be and how we believe we can get there together.

### **Interviews and Conversations**

Interviews and conversations with members of the faculty and staff of Souhegan High School, SAU 39

employees and students will begin in April of 2020. Interviews of stakeholders will begin shortly after July 1 and end in October. Using the two guiding principles previously noted above, I will be looking to better understand the operational dynamics in the **SAU as they relate to six preliminary areas of inquiry**:

1. Rigorous adult and student learning
2. Innovation and risk-taking
3. Development of human capital
4. Community relationships and the SAU
5. Communication and collaboration between stakeholders
6. Operations and business practices

## **Reopening Plan Update**

At the time of this report we are in segment one of the school year and planning for the logistics and details of segment two. A great deal of credit needs to go to the leadership team and their efforts to prepare the building and staff to begin the school year. At the heart of our plans is to ensure students have their needs met and are in an environment where they can be successful. We have had a decent start, but not without some glitches that have forced us to develop other solutions. The school plan in cooperation with the SAU plan has allowed us to be nimble and have the ability to pivot to meet the needs of as many of our students as possible. It is not ideal, but we are making it work.

Although much is going well with the reopening plan a concern we have at Souhegan is the growing number of staff choosing the remote modality as compared to students. It creates a challenge to create the educational experience appropriate.

### **Remote Teachers**

- Segment one--28 teachers
- Segment two--31 teachers

### **In-person Teachers**

- Segment one--55 teachers
- Segment two--58 teachers

Additionally, we are planning on sending out a survey at the conclusion of segment two to gather feedback from students and parents.

### **Below is the communication that was sent to students and parents in August of 2020.**

I hope this note finds you well, and enjoying the last few weeks of summer vacation. However, we are all aware the upcoming school year is quickly upon us.

As mentioned in zooms, reopening task force meetings, and throughout the summer, preparation for the beginning of the 2020-2021 school year has been unlike any other. In order to implement the SAU

39 and Souhegan High School reopening plan, the actions will require a significant amount of focus throughout the school year. I can assure you this work will be demanding, meaningful and beneficial for our students as we prepare them for the next phase of their lives.

I recognize and acknowledge that the past few months have been overwhelming, challenging and often frustrating for the Souhegan community as we worked to transition first from traditional school, to remote learning and now to the safe reopening.

Despite these challenges and setbacks, please know that maintaining and perpetuating a culture of learning will be at the forefront of all of our efforts as we enter the 2020-2021 school year. We are lucky to have a staff that is exceptionally good when it comes to caring and connecting with kids to create an environment of learning and growth. I am confident we have the correct infrastructure to support our kids.

At the heart of our reopening plan is creating an educational environment that focuses not *only on creating intellectually challenging work, but cultivating and sustaining positive relationships that allow students to remain connected* and grounded even after leaving Souhegan.

Both intellectually challenging work as well as building and developing intrapersonal skills *must* be present in our instructional and professional practices if we are to fulfill our mission of preparing students with the skills and capabilities for success presently, and throughout their lives.

Although this year is uncertain, at Souhegan we remain dedicated to providing an equitable education for all of our students, encouraging staff to continue to refine their craft, and to make school relevant.

### **Facilities, Finance, Operations**

As the school year progresses we will use this section as an opportunity to update the board on academic, budget, college and career planning, curriculum, enrollment, facilities, personalized pathways, SEL, or other Souhegan operation initiatives.

#### **Total Enrollment**

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	164									
10	178									
11	190									
12	179									
Total	711									

### Remote Learners

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	
9	39										
10	46										
11	45										
12	45										
Total	175										

### Homeschool Students

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	
9	3										
10	0										
11	1										
12	0										
Total	4										

### Social Emotional Learning

SEL needs for our school community.

Our next steps include:

- Sending out emails to parents/guardians, faculty/staff, and students to form our subcommittee that will continue to develop plans for SEL this school year.
- Placing some self-care reminders in staff mailboxes/emailing to remote staff
- Hosting our initial coffee chat with parents at the end of segment two

## **2020-2021 Goals and Objectives**

### **Objective One: SHS Leadership Team, Faculty and Student Climate and Culture**

Support a culture where the Leadership Team, Staff and Students enjoy coming to Souhegan High School

- We have had a series of meetings, communications with staff, students and families to ensure all are aware of how Souhegan High School will be operating and functioning during the 20-21 school year. We recognize that we are not going to have all the answers, but we are committed to remaining transparent, candid, and responsive. Some examples of this are that we are asking our leadership team and staff to respond to emails and calls within 48 hours. We are holding a standing meeting each Monday with leadership, administrative assistants, SRO, counselors to ensure we have a collective



understanding of the work, events ongoing to carry out the mission. In this meeting we establish a consistent message and response.

- As we move through the 2020-2021 school year we have established the following areas of focus for Souhegan High School.

- **Souhegan Areas of Focus for 2020-2021**

- Relationships
  - Collegiality
  - Optimism
  - Genuine
- Improving our craft individually and organizationally
  - Year of growth
  - Remote learning

**Objective Two: Roles and Responsibilities**

Understand and create clear, manageable roles and responsibilities at SHS for the Leadership Team and Administrative Assistants.

- The work in this area has begun with the intent of creating a structure that is more efficient, sustainable and financially logical.
- We have had some initial conversations around this area.
- We will revisit this as the school year progresses.

**Objective Three: Student Achievement and Success**

The evidence that we are using to determine student achievement and success in the school year 2020-2021.

- As stated in the SAU 39 Reopening plan our intention is to ensure our students achieve a year of academic growth. We are working with our staff and students to establish systems in which we can track it for this unique school year. At the time of this communication we are still in the process of planning how this will be implemented and communicated with students and families in detail

- **Ensuring a Year of Academic Growth**

Assessment, Grading, and Reporting

SAU 39's mastery grading handbook states:

To support our graduates in meeting our portrait of a graduate, academic competencies have been developed for each content area as well as Work Study Practices or habits of work. Across K-12, each content area shares a set of common, established core competencies that describe what students are expected to know and be able to do to demonstrate mastery.

Progress towards meeting these content area competencies will continue to be the basis for grading and reporting this year.

Teachers in all departments met this summer to refine course-specific learning targets (the smaller, standard-level learning expectations that are building blocks of a competency). Emphasis will be placed on ensuring these learning targets are both *rigorous and reasonable* so that students can successfully meet or exceed targets whether learning on-campus or remotely.

While students will still be assigned to a particular course teacher for scheduling purposes, student progress may be assessed collaboratively by all teachers who teach the same course. This will allow for more frequent and consistent feedback to support students' growth, since both students and teachers may be switching between on-campus and remote environments.

**To make assessment and grading more transparent to students and parents:**

- Assessment scores will be entered into the Empower Learning system
- Students at all grade levels will have access to the Empower student portal, and all parents will have access to the Empower parent portal
- A document will be made available to students, either in Empower or Google Classroom, that will outline learning targets and a general outline of the course of study (possible learning activities, possible major assessments, etc.). This will allow students to preview the upcoming segments and use that to inform their choice to attend class remotely or on-campus. It will be important for students and parents to remember that the actual learning activities and assessments may change based on learning conditions.
- Progress reports will still be run at specific checkpoints throughout the year, including the Mid-Semester 1 grade reporting period for Seniors.

## **CALENDAR EVENTS**

### **September--**

9/11 - School Picture Day for In Person Learners  
9/16 - Senior College Application Zoom Presentation  
9/23 - School Based SAT (Seniors)  
9/24 - School Picture Day for Remote Learners

### **October--**

10/1 - Financial Aid Night

10/3 - SAT  
10/6 - Flu Vaccine Clinic  
10/14 - PSAT (Juniors)

Respectfully Submitted,

Michael Berry

Monday, September 14<sup>th</sup>, 2020

SAU #39 Board

First Reading Policy Packet

## Policy Season 2020 – A Brief Guide

### I. Overview

#### a. A, K Policies Review

Policy Season 2020 Objective I is to review all Policies in Group A (Foundations and Basic Commitments) and K (School, Community, and Home Relations). Every Policy Season will address one or more of the major groups, so that every policy group is reviewed on a 7 year cycle. Policy Season 2021 is scheduled to review all B (School Board Governance and Operations) policies.

#### b. NHSBA Updates (Spring and Fall 2018, Spring & Fall 2019, Spring 2020)

Policy Season Objective II is to review and act on all NHSBA Policy Updates. NHSBA issues two updates every year, Spring and Fall. Updated policies generally reflect changes in State Law, Federal Law, Department of Education Rules, Court Decisions, or Guidance from the NH or US Departments of Education. New, Updated or recommended to be rescinded policies are categorized as PRIORITY (required by law), RECOMMENDED (NHSBA judgement), or OPTIONAL (generally a policy that isolated districts have requested to be formulated, but not generally of interest, concern or applicability to all districts). All NHSBA Updates since Spring 2018 were reviewed and PRIORITY policies that were in any of those updates were considered.

#### c. Board Member Requests

Policy Season Objective III is to consider Board members requests for new policies or amendments to existing policies.

#### d. Title IX Discrimination

This Policy Season added an extraordinary Objective IV: in July 2020, the NHSBA issued a large policy update responding to changes in Title IX guidance from US DOE. This was reviewed as well.

### II. A, K Policies

#### 1) AA – SCHOOL DISTRICT LEGAL STATUS

- a) Adopts Model (3 districts only, doesn't apply to SAU)
- b) Harmonizes all districts to latest model language

#### 2) AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

- a) Reverting to the NHSBA model rather than our own custom version, for consistency with related anti-discrimination policies. No rights changed.
- b) Adding it to the SAU.
- c) Adds Anti-Discrimination Plan and regular reviews.

#### 3) ACE -- PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

- a) Adopts Model, replacing our very complex and probably inconsistent with current laws and regs current versions.

#### 4) AD –

- a) SOUHEGAN HIGH SCHOOL STATEMENT OF MISSION AND PURPOSE
- b) MONT VERNON SCHOOL DISTRICT PHILOSOPHY
- c) EDUCATIONAL PHILOSOPHY/SCHOOL DISTRICT MISSION (ASD)

- d) Reconfirms without changing each district's Educational Philosophy. No changes from existing versions, just an acknowledgment these have been reviewed this year.
- 5) ADB/GCEB -- Drug-Free Workplace/Drug-Free Schools
  - a) Updates existing policy (districts + SAU) to reflect current law.
- 6) ADD -- SAFE SCHOOLS
  - a) New for all three districts.
  - b) Adopts model
  - c) Directs Superintendent to take actions to keep schools safe and report status to the board.
- 7) AE – Accountability
  - a) Adding to SAU
- 8) KA/IJO -- School, Family, and Community Partnerships
  - a) Minor language tweak allowing option of some communications being online only
- 9) KB – Parent Involvement with Education
  - a) Adopting Model across 3 districts, upgrading from our 2008 versions
- 10) KCD – Public Gifts/Donations
  - a) Currently only exists in SCSD in old language
  - b) Updates to use model across all Districts
- 11) KDC – School District Publishing Online
  - a) Replaces our current KD/KDC, untangling them. Uses Model language instead of our own custom language
  - b) Reviewed by Alex Stone for consistency with current practice
  - c) Also to be adopted in the SAU.
- 12) KD – SCHOOL DISTRICT SOCIAL MEDIA WEBSITES
  - a) Replaces our current KD/KDC, untangling them. Uses Model language instead of our own custom language
  - b) Also to be adopted in the SAU
- 13) KD-R -- SCHOOL DISTRICT SOCIAL MEDIA WEBSITES – REGULATIONS
  - a) Existing version in the districts generalized to any current or future social media
  - b) Also to be adopted in the SAU
- 14) KDA -- PUBLIC INFORMATION PROGRAM
  - a) Old versions in districts didn't match.
  - b) Adopts current model across all
  - c) Also to be added in SAU
- 15) KDCA -- USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM
  - a) Differed in the districts.
  - b) Adopts Model with useful language from old SHS version encouraging student participation in explaining/demonstrating to the public (with safeguards)
  - c) Also to be added in SAU
- 16) KED – FACILITIES OR SERVICES - GRIEVANCE PROCEDURE (SECTION 504)
  - a) Replaces existing home-grown version with Model
  - b) Harmonizes with AC
  - c) Also needed in SAU
- 17) KF – Use of School Buildings and Facilities

- a) Updates existing policies, bringing consistency across districts. No significant changes.
- b) KF-R in Souhegan to be rescinded and its contents moves to SAU Facilities Use Manual
- c) Also needed in SAU for use of Brick School
- 18) KFD --USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)
  - a) New for all districts
  - b) Uses Model
  - c) Needed in 3 districts + SAU
- 19) KI -- VISITORS TO THE SCHOOLS
  - a) Was inconsistent across three districts
  - b) Adopts model for consistency
- 20) KL -- LEGISLATIVE REPRESENTATIVE
  - a) New in all districts
  - b) Formalizes role of liaison between Board and NHSBA, and to NH Legislature if needed
- 21) KLG -- COOPERATION WITH POLICE AUTHORITIES
  - a) Exists in all three districts already.
  - b) No changes... just a review of the model language.

### III. NHSBA Updates

- 1) CBI, -R – Evaluation of Superintendent
  - a) The recommendation is to Approve this at the SAU and potentially remove at the individual district level
  - b) No changes to our current policy
- 2) DFA- Investment
  - a) This policy has to be looked at and approved every year by law, no changes are being proposed
- 3) DID- Fixed Assets
  - a) Currently missing in all districts- Last year our auditor recommended adding a policy regarding Capital Assets
- 4) EHAB- Data Governance and Security-
  - a) Changes were made to the policy in response to a request from a SCSD board member
    - i) Adding the need to make a reasonable attempt to notify parents of the plan and of any breaches
    - ii) The need for any service provider to meet or exceed the requirements set forth by the NH DoE
- 5) DGA- Authorized Signatures
  - a) The old DGA was specific to signing of checks only whereas this policy includes other types of documents that we sign on a regular basis
  - b) This policy also gives more structure about WHO should be signing on behalf of the district to more clearly reflect RSA 197:23-a
- 6) DK- Payment

- a) Edits bring the policy into the 21<sup>st</sup> Century (there are more ways to pay then cash, check, and money order).
- b) We merged our old policies (and procedures) with the NHSBA sample to reflect what is happening now. This also took some language that was in our old DGA and moved it here.
- c) Adds SAU
- 7) EBBB- Accident Reports
  - a) NHSBA made edits to this policy because of the 2019 passing of HS406 (RSA 277:15- b) and our old policy is not in line with the RSA
  - b) More clearly defined rules about what, when, and how to report
- 8) EBBC- EBBC/JLCE- Emergency Care and First Aid
  - a) Present in MV (2007) and Souhegan (2019). Souhegan's is significantly different than the others even though it has a joint heading
  - b) The NHSBA did a lot of work to clean up redundancies with this and other medical related policies.
  - c) The nurses like the sample policy
- 9) EHB- Data/Records Retention (required)
  - a) There is no difference between the sample policy and the ones currently in the district. We are leaving the policy as is
- 10) GADA- Employment References and Verification (required)
  - a) This policy is not in any district or the SAU
- 11) GBGA- Staff Health
  - a) This policy is only present in Souhegan.
  - b) Policy spells out rules under RSA 200:36 regarding pre-employment medical examinations. This policy also adds in that the superintendent is allowed to request additional medical examinations for employees at any time if he has reason to believe that the employees physical or mental health poses a risk to students or other employees.
- 12) GCEB- GCEB/ADB- Drug-Free Workplace and Drug Free Schools
  - a) Leaving current policy as in our districts because our policy is up to date.
- 13) IHAM- Health Education Exemption From (required)
  - a) Policy to address what needs to be taught in health class- change added STDs into health education where it was previously found in other policies
  - b) Added details about how and when parents will be notified about certain topics will be handled in health class. Added language distinguishing the difference between religious objections and objectionable course material.
  - c) By law (new) language regarding abstinence education needed to be added to the policy but the committee wanted to be clear in our policy that abstinence would not be the ONLY thing taught so language was adjusted to clear that up.
- 14) IHAMA- Teaching about Alcohol, Drugs, and Tobacco (required)
  - a) There were changed in legislation that required a change to our policy. We kept the sample policy but changed the order of the paragraphs because we wanted it stated right up from that the education would be age and developmentally appropriate.
- 15) IHCD/LEB- Advanced Coursework (required)



- a) We are keeping our current policy but making minor wording changes to match our language (ex guidance changed to school counselor) and changing the grade levels to include sophomores
- 16) IKA- Grading and Reporting
  - a) This policy brings what we are doing into policy.
- 17) ILD- Non-Educational/Non-Academic Questionnaires (required)
  - a) Current NHSBA Sample matches our current policy. No changes being brought forth.
- 18) IMG- Service Animals in Schools
  - a) MV's version of the policy was significantly different than other districts
  - b) The changes in the sample policy brought clarity to some of the language and it was decided to go with the sample policy.
- 19) JCA- Change of School or Assignment- Best Interests (required)
  - a) We will be keeping all district policies as is but will be readopting because we are editing out the NHSBA explanatory note which shouldn't be in our final policies.
- 20) JEC- Change of School or Assignment- Manifest Educational Hardship (required)
  - a) This policy allows for a parent/guardian to request a reassignment to a different school (either inside or outside of the district) because of educational hardship. This policy explains the procedure needed to follow by all parties when a request is made.
  - b) The NHSBA sample made improvements to our current version but additional changes were made outside of the sample policy for clarity.
- 21) JFABD- Education of Homeless Children (required)
  - a) Our policies are most current and approved in the last couple months. No changes being proposed.
- 22) JFABE- Education of Children in Foster Care (required)
  - a) In the "old days" education of homeless and foster students were considered similar and our old policy addressed both. The laws have changed and there is now a difference between the two. We recently adopted the new homeless policy so now students in foster care are not covered. This policy fixes that.
- 23) JICD- Student Discipline and Due Process
  - a) This is our current policy with some fixes to typographical errors that were found during our review process
- 24) JICG/GBED- ADC/GBED/JICG- Use of Possession of Tobacco Products, E-Cigarettes and E-Liquids
  - a) Some changes were rolled out in a new NHSBA policy that had a little bit of useful language. So we merged that small amount of language with our current policy and made it district and SAU universal.
- 25) JLC- Student Health Services and School Nurses
  - a) Present in all districts in Spring 2018
  - b) Changes are minor and revolve around flow, order, and format and also pointing to other policies. If other nursing policies weren't changing we would most likely leave this one as is but with the changes in the other policies below the changes here make sense.
- 26) JLCB- Immunization of Students

- a) Amherst and MV policies are old (2002) and Souhegan's was approved in 2018
- b) Changes include language specific to homeless students, conditional enrollment, medical and religious exemption clarity, language about how to handle an outbreak with exempt students.
- 27) JLCC- Pediculosis Management (Lice)
  - a) Was present in Souhegan and MV but missing in Amherst
  - b) Souhegan's version did not follow the district neutrality feel we strive for so the MV policy will be sent to Souhegan and Amherst for approval.
- 28) JLCD- Administering Medication to Students
  - a) Already in our districts but this is an update to our older district policies (2007/2008).
  - b) Updates in this policy support the changes to JLCD F1-F3 and R that our nurses were looking for.
  - c) Cleans up the older policy by removing redundancies and clarifying of authority and brings it in better alignment with other policies
- 29) JLCD F1-F3, R- Various policies the support JLCD
  - a) F1-F3 are forms for administering medications in school or forms for self-administration of an epi-pen and inhaler. JLCD-R is the procedures for administering medication to students.
  - b) All forms and procedures line up with current procedures and have been asked for and supported by our school nurses
- 30) JLDDB- Suicide Prevention and Response (required)
  - a) Was not present in any district
  - b) Policy outlines need for plan, what it should include, biennial review of plan, and who is responsible for following through on the plan in each district.
  - c) Edits were made to the sample to make the policy fit our district neutral policy model.
- 31) JLF- Reporting Child Abuse and Neglect (required)
  - a) Adopted NHSBA sample policy because our old one was out of date. Sample brought it in line with legal updates etc.
  - b) Policy outlines that all adults with "reason to suspect" abuse or neglect are required to report themselves,

#### IV. Board Member Requests

- 1) DBI- Budget Implementation-
  - a) Edits were made at the request of SCSB members to include a regular forecast of the Unexpended Fund Balance.
- 2) DI-
  - a) See DBI- the decision was made to change DBI instead of DI
- 3) IMGAA- Therapy Dogs (this request actually came from the schools not a board)
  - a) This policy would allow the use of Therapy Dogs in our schools on a trial basis (with the ability to extend it)
  - b) A lot of time was spent researching Salem's use and policies regarding therapy dogs including a presentation by Anna Parrill (current CW principal former Salem

principal about her experiences surrounding the start and implementation of therapy dogs).

V. Title IX

- 1) ACAC -- TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS
  - a) A completely new policy replacing portions of others, bringing new definitions, guidelines, and process from the US DOE

**JLDBB – SUICIDE PREVENTION AND RESPONSE**

The District is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2021, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
  - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
  - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
  - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
  - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
  - e) Confidentiality considerations;
  - f) Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
  - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
  - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
  - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
  - j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).

## AMHERST / MONT VERNON / SOUHEGAN POLICY

### JLDBB – SUICIDE PREVENTION AND RESPONSE

2. Biennial Review: No less than once every two years, the Superintendent, in consultation with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

#### B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. The Superintendent shall District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
  - a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
  - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
  - c) developing - or assisting individual teachers with the development – of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
  - d) developing or assisting in the development of the annual staff training required under section C of this policy;
  - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. Building Suicide Prevention Liaison. The Assistant Principal or Dean of Students, or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

- C. Annual Staff Training. The Superintendent shall assure that beginning with the 2021-22 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

- D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or

## **AMHERST / MONT VERNON / SOUHEGAN POLICY**

### **JLDBB – SUICIDE PREVENTION AND RESPONSE**

intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

**JLCD-F3 – INHALED MEDICATION ADMINISTRATION FORM (SELF-ADMINISTRATION)**

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Student's Teacher \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Emergency Tel# \_\_\_\_\_

Name of Medication: \_\_\_\_\_

Please list all medications student is taking at home (Prescription and Over-the Counter medications):

**To be completed by health care provider:**

Diagnosis/Condition: \_\_\_\_\_

Asthma Triggers: \_\_\_\_\_

Please list any other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of parents/guardian to keep confidential:

DOSE to be given at school and ROUTE: \_\_\_\_\_

FREQUENCY and TIME (s) to be given at School: \_\_\_\_\_

Specific recommendations for administration: \_\_\_\_\_

Special side effects, contraindications and adverse reactions of this medication to be observed for:

Dates to be given at school \_\_\_\_\_ or \_\_\_\_\_ **20\_\_-20\_\_** school year

It is my professional opinion that \_\_\_\_\_ has the knowledge and skills to safely possess and use an inhaler in school and should be allowed to carry and use that medication by himself/herself without supervision.

Lic. Prescriber's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Lic. Prescriber's Name (please print): \_\_\_\_\_

Business Telephone: \_\_\_\_\_ Emergency Telephone: \_\_\_\_\_

**PARENT/GUARDIAN AUTHORIZATION**

Yes No I give my permission for release/exchange of pertinent information between the school nurse and the lic. Prescriber's office by telephone, mail or electronic exchange regarding all of the above medical/ medication information concerning my child.

Yes No I give my permission for other school personnel to be notified of the medication and any adverse effects.

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

My child has been instructed in the proper way to use his/her medications and should be allowed to carry and use that medication by himself/herself without supervision and I give my child permission to do so.

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Parent will provide backup inhaler to be kept in Health Office YES NO \_\_\_\_\_  
Parent initials

**JLCD-F2 – EPI-PEN MEDICATION ADMINISTRATION FORM (SELF-ADMINISTERED)**

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Student's Teacher \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Emergency Tel# \_\_\_\_\_

Diagnosis/Condition: \_\_\_\_\_

Please list any other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of parents/guardian to keep confidential: \_\_\_\_\_

Name of Medication: \_\_\_\_\_

DOSE to be given at school and ROUTE: \_\_\_\_\_

FREQUENCY and TIME (s) to be given at School: \_\_\_\_\_

Should a second dose be given? Y N If so, when \_\_\_\_\_

Specific recommendations for administration: \_\_\_\_\_

Contraindications, Adverse Reactions and/or Side-effects of this medication: \_\_\_\_\_

Severe adverse reactions that may occur to another pupil for whom the epinephrine is not prescribed, should such a pupil receive a dose of the medication: \_\_\_\_\_

Dates to be given at school OR if all year put school year date: \_\_\_\_\_

PLEASE LIST ALL MEDICATION THE CHILD IS TAKING AT HOME (Prescription and over the counter medications) if not a violation of confidentiality

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

It is my professional opinion that \_\_\_\_\_ has the knowledge and skills to safely possess and use an Epi-Pen in school and should be allowed to carry and use that medication by himself/herself without supervision.

Lic. Prescriber's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Lic. Prescriber's Name (please print): \_\_\_\_\_

Business Telephone: \_\_\_\_\_ Emergency Telephone: \_\_\_\_\_

PARENT/GUARDIAN AUTHORIZATION

Yes No I give my permission for release/exchange of pertinent information between the school nurse and the licensed prescriber's office by telephone, mail or electronic exchange regarding all of the above medical/ medication information concerning my child.

Yes No I give my permission for other school personnel to be notified of the medication and any adverse effects.

Signature of Parent/ Guardian \_\_\_\_\_ Date: \_\_\_\_\_

My child has been instructed in the proper way to use his/her medications and should be allowed to carry and use that medication by himself/herself without supervision and I give my child permission to do so.

Signature of Parent/ Guardian \_\_\_\_\_ Date: \_\_\_\_\_



## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### JLCD-F1 – MEDICATION ADMINISTRATION AUTHORIZATION FORM

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_

Teacher/Advisor \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Name of Medication \_\_\_\_\_

#### **TO BE COMPLETED BY HEALTH CARE PROVIDER:**

Diagnosis/Condition \_\_\_\_\_

Dose, Route other Administration Instructions \_\_\_\_\_

Frequency & Time(s) to be given at school \_\_\_\_\_

Dates to be given \_\_\_\_\_ 20\_\_/20\_\_ school year or \_\_\_\_\_

#### **Optional:**

If an AM dose is given at home and is omitted, a dose of \_\_\_\_\_mg may be given at school after omission is verified by a parent/guardian. School dose may then be given \_\_\_\_\_ hours later.

Special Side Effects, Adverse Reactions or Contraindications \_\_\_\_\_

Additional information \_\_\_\_\_

Licensed Prescriber Signature \_\_\_\_\_ Date \_\_\_\_\_

Licensed Prescriber Telephone Number \_\_\_\_\_

#### **PARENT/GUARDIAN AUTHORIZATION**

PLEASE LIST ALL MEDICATION THE CHILD IS TAKING AT HOME (Prescription and over the counter medications) if not a violation of confidentiality

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

I hereby authorize the designated staff person or school nurse to administer the above medication as directed. In consideration for this service, I further agree that I will not hold liable, and will otherwise save harmless, the District and/or any department or employee thereof for death or injury resulting from administration or assistance in the administration of the medication described above. I understand that (a) not more than one month of prescribed medicine may be stored in school, (b) medication will be delivered directly to the School Nurse, Principal or designated staff member by the parent or guardian, if possible, and (c) the medication will be delivered in a container properly labeled with the student's name, the physician's name, the date of original prescription, name and strength of medication and directions for taking by the student.

Printed Name of parent/guardian \_\_\_\_\_

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

Yes No I give my permission for release/exchange of pertinent information by telephone, mail or electronic exchange including fax or e-mail between the school nurse and the physician's office regarding the above medication.

Yes No I give my permission for other school personnel to be notified of the medication and any adverse effects.

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### EHAB – DATA GOVERNANCE AND SECURITY

*Category: Priority/Required by Law*

*Related Policies EHAA, EHB, GBEED, GBEF, IHBH, JICJ, JICL, JICM, KD, & KDC*

To accomplish SAU 39's mission and comply with the law, the SAU 39 must collect, create and store information. Accurately maintaining and protecting this data is important for efficient SAU 39 operations, compliance with laws mandating confidentiality, and maintaining the trust of the SAU 39's stakeholders. All persons who have access to SAU 39 data are required to follow state and federal law, SAU 39 policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

#### **A. Definitions**

Confidential Data/Information - Information that the SAU 39 is prohibited by law, policy or contract from disclosing or that the SAU 39 may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information - Information that is determined to be essential to SAU 39 operations and that must be accurately and securely maintained to avoid disruption to SAU 39 operations. Critical data is not necessarily confidential.

#### **B. Data and Privacy Governance Plan - Administrative Procedures.**

1. Data Governance Plan. The Superintendent, in consultation with the SAU 39 Information Security Officer ("ISO") (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30 each year. A reasonable attempt will be made to notify parents of the Data Governance Plan and make it available.

- (a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;
- (b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;
- (c) Policies and procedures for access to data and protection of privacy for students and

**EHAB – DATA GOVERNANCE AND SECURITY**

staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);

- (d) A response plan for any breach of information, including a reasonable attempt to notify parents of data breaches; and
- (e) A requirement for a service provider to meet or exceed standards set by the New Hampshire Department of Education for data protection and privacy.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of SAU 39 data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan.

**C. Information Security Officer.**

The Director of Technology is hereby designated as the SAU 39's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing SAU 39's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of SAU 39's data. The ISO will work with the both SAU 39 and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the SAU 39's data.

The Network Administrator is the SAU 39's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

**D. Responsibility and Data Stewardship.**

All SAU 39 employees, volunteers and agents are responsible for accurately collecting, maintaining and securing SAU 39 data including, but not limited to, Confidential and/or Critical Data/Information.

**E. Data Managers.**

All SAU 39 administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the SAU 39's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the SAU 39 and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing SAU 39 policies and procedures regarding data management.

**F. Confidential and Critical Information.**

SAU 39 will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. SAU 39 will provide access to confidential information to appropriately trained SAU 39 employees and volunteers only when the SAU 39 determines that such access is necessary for the performance of their duties. SAU 39 will disclose confidential information only to authorized SAU 39



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contractors or agents who need access to the information to provide services to SAU 39 and who agree not to disclose the information to any other party except as allowed by law and authorized by the SAU 39.

SAU 39 employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist SAU 39 in promptly and appropriately addressing a security breach.

Likewise, SAU 39 will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

SAU 39 staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

**G. Using Online Services and Applications.**

SAU 39 staff members are encouraged to research and utilize online services or applications to engage students and further the SAU 39's education mission. SAU 39 employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

**H. Training.**

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

**I. Data Retention and Deletion.**

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on SAU 39 technology resources. The retention schedule should comply with, and be

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incorporated into the data/record retention schedule established under Policy EHB and administrative procedure EHB-R, including but not limited to, provisions relating to Litigation and Right to Know holds as described in Policy EHB.

**J. Consequences**

Employees who fail to follow the law or SAU 39's policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to SAU 39. SAU 39 will end business relationships with any contractor who fails to follow the law, SAU 39 policies or procedures, or the confidentiality provisions of any contract. In addition, SAU 39 reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

SAU 39 may suspend all access to data or use of SAU 39 technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. SAU 39 will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of SAU 39.

Any attempted violation of SAU 39's policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

**Legal References:**

- 15 U.S.C. §§ 6501-6506 \* Children's Online Privacy Protection Act (COPPA)*
- 20 U.S.C. § 1232g \* Family Educational Rights and Privacy Act (FERPA)*
- 20 U.S.C. § 1232h \* Protection of Pupil Rights Amendment (PPRA)*
- 20 U.S.C. § 1400-1417 \* Individuals with Disabilities Education Act (IDEA)*
- 20 U.S.C. § 7926 \* Elementary and Secondary Education Act (ESSA)*
- RSA 189:65 \* Definitions*
- RSA 186:66 \* Student Information Protection and Privacy*
- RSA 189:67 \* Limits on Disclosure of Information*
- RSA 189:68 \* Student Privacy*
- RSA 189:68-a \* Student Online Personal Information*
- RSA 359-C:19-21 \* Right to Privacy/Notice of Security Breach*

**First reading: April 16, 2019**

## **SOUHEGAN POLICY**

### **AD - SOUHEGAN HIGH SCHOOL STATEMENT OF MISSION AND PURPOSE**

Souhegan High School aspires to be a community of learners born of respect, trust and courage. We consciously commit ourselves:

To support and engage an individual's unique gifts, passions and intentions.

To develop and empower the mind, body and heart.

To challenge and expand the comfortable limits of thought, tolerance and performance.

To inspire and honor the active stewardship of family, nation and globe.

Our Mission Statement, prominently displayed in calligraphy in our center hallway, signals our core beliefs, values, policies and curriculum. The culture of our school and our daily actions flow from this sense of mission, and it is through this statement that we establish both our academic and social expectations for all members of the Souhegan Community.

***Souhegan High School aspires to be a community of learners born of respect, trust, and courage.***

- To achieve our goals of becoming a community of learners, all members of our school community share common values based on common sense and courtesy. The Souhegan Six, developed by our Community Council, cultivates an environment of trust and respect:
  1. Respect and encourage the right to teach and the right to learn at all times.
  2. Be actively engaged in learning; ask questions, collaborate, and seek solutions.
  3. Be on time to fulfill your daily commitments.
  4. Be appropriate; demonstrate behavior that is considerate of the community, the campus, and yourself.
  5. Be truthful; communicate honestly.
  6. Be responsible and accountable for your choices.
- We consciously create an environment which develops and supports our belief in the innate goodness of people.
- We demonstrate our concern for the development of ethics, values, and character.

## **SOUHEGAN POLICY**

### **AD - SOUHEGAN HIGH SCHOOL STATEMENT OF MISSION AND PURPOSE**

- We maintain an academic focus. We believe that all students can learn, can attain academic success and achieve accepted standards of academic competence.
- We promote a spirit of inquiry, reflection, and risk-taking in all segments of our community.
- We require that students practice decision-making and problem solving in an environment that values their participation. We strive for an atmosphere of unanxious expectations.
- We strive for an environment which stresses a clear and active sense of purpose.
- We foster an atmosphere of collegiality among students and staff.

***We consciously commit ourselves to support and engage an individual's unique gifts, passions, and intentions.***

- We support the diversity of student ability, intentions and learning styles.
- We encourage all students to pursue academic and extra-curricular activities, in support of the belief that all students have something they do well.
- We encourage students and teachers to demonstrate mastery of specialized areas of interest by taking an active role in their own education and engaging in purposeful work.

***We consciously commit ourselves to develop and empower the mind, body, and heart.***

- We challenge students to acquire, evaluate, analyze, synthesize, and apply information to make new meaning, and to use their minds well within a rigorous academic climate.
- We promote the development of personal, social, emotional, and physical wellness for all members of our school community.
- We foster professional growth and reflective practice.
- We consciously cultivate a caring community in which all voices are included, and all concerns are heard.

***We consciously commit ourselves to challenge and expand the comfortable limits of thought, tolerance, and performance.***

- We promote leadership by requiring high personal standards of performance.
- We provoke student inquiry by stressing interdisciplinary approaches to learning.
- We foster respect for diversity of beliefs and value systems.
- We insist that students present their work to a variety of audiences.
- We foster a spirit of creative expression within our community.
- We create an environment of active learning. We expect all members of our



community to question, and to go beyond the expected.

- We honor all members of our community who challenge themselves to succeed.

***We consciously commit ourselves to inspire and honor the active stewardship of family, nation, and globe.***

- We foster a willingness to work toward solutions for issues facing our society.
- We invite the participation of town residents to enhance classroom learning.
- We believe in the value of community-based service work.
- We promote the concept of a global campus through technology, and through extensive travel/research opportunities.
- We foster opportunities for participation in democratic decision-making.

**Revised: July 17, 2003 (Souhegan)**

**Adopted: March 23, 1992**

## **MONT VERNON POLICY**

### **AD – MONT VERNON SCHOOL DISTRICT PHILOSOPHY**

The philosophy of the Mont Vernon School District is based upon enduring principles of education and serves to guide the policies, procedures and practices which govern the operation of the school.

We believe it is the responsibility of the school to:

- \* provide a stimulating environment for learning, where strong academic skills are developed in conjunction with physical proficiency, social responsibility and sound aesthetic and moral judgment
- \* promote an atmosphere of mutual trust and respect
- \* give students a foundation for responsible citizenship in a democratic society
- \* recognize students as individuals with differing temperaments, rates of development, motivation and learning styles; students are encouraged and expected to develop their full potential
- \* encourage teachers to continually promote excellence in education through varied methods of instruction

It is the obligation of the school to be responsive and accountable to the community, which in turn will provide necessary support and resources. A challenging and effective program should result from the combined effort of the school board, professional and support staff as well as the citizens of Mont Vernon.

This Statement of Philosophy shall be practiced in the schools and promulgated to the community by inclusion in such publications as the annual school district report, newsletters and school calendars.

Adopted: June 1991

## **AMHERST POLICY**

### **AD – EDUCATIONAL PHILOSOPHY/SCHOOL DISTRICT MISSION**

The philosophy of the Amherst School District is based upon enduring principles of education and serves to guide the policies, procedures and practices which govern the operation of the school system.

We believe it is the responsibility of the school:

--to recognize the students as individuals, with differing temperaments, rates of development, motivation and learning styles; each student is accepted for what he/she is and encouraged to develop his full potential.

--to promote an atmosphere of mutual trust and respect, resulting in a life-long commitment to learning and the pursuit of excellence.

--to provide a stimulating environment for learning, where strong academic skills are developed in conjunction with physical skills, social responsibilities, and sound aesthetic and moral values.

--to give students the means to take responsibility for their own lives and shape the changes they face as members of our democratic society. These tools include problem-solving and communication abilities, techniques to analyze, plan and evaluate, make critical judgments, think independently and fully use available resources.

--to promote education as a continuing process, affected by all members of the community, and directed to meet their needs. The obligation of the school to be responsive and accountable is complemented by the dedication of the district to provide necessary support and resources. This joint commitment of the School Board, professional staff and the citizens of Amherst, forms the basis for a challenging and effective program.

This Statement of Philosophy shall be practiced in the schools and promulgated to the community by inclusion in such publications as the Annual School District Report, Newsletters and School Calendars.

Adopted: 9/11/90 (Amherst)

## KLG – COOPERATION WITH POLICE AUTHORITIES

It is the policy of the school district to cooperate with law enforcement agencies to the extent necessary to protect the health, safety and welfare of students, staff and visitors to the school.

The district may utilize a school resource officer and may collaborate with local law enforcement agencies to engage the use of school resource officer. In such situations, the superintendent is authorized to develop and implement a memorandum of understanding with local law enforcement relative to the use of school resource officer.

**NHSBA Note, September 2016:** Amendments to this Sample Policy are necessary due to the passage of HB 527, which amends RSA 186:11. These legislative amendments require school boards adopt a policy and enter into a memorandum of understanding with local law enforcement agencies if the school district will be using a school resource officer who also serves as a law enforcement officer with a local law enforcement agency. The policy and memorandum of understanding are required by law if your district proceeds in this manner.

Please note that NHSBA has not issued a sample Memorandum of Understanding associated with this policy. However, NHSBA has sample MOU's on file and can be distributed upon request. Please contact NHSBA for more information.

**Legal References:**

*RSA 186:11, XXXVII, School Resource Officers*

*RSA 193-D:4, Written Report Required, Memorandum of Understanding*

# **MEMORANDUM OF UNDERSTANDING**

## **Between**

### **School Administrative Unit #39 & Amherst Police Department**

In a collaborative effort, the Amherst Police Department and the Amherst Middle School endeavor to work together to provide services to the school community, which will afford a safe learning environment and enhance the school experience. In pursuit of those goals, as leaders, we commit ourselves to:

- Share and provide information between each other
- Provide criminal justice related information to students
- Create an open line of communication between the school community and law enforcement, offering assistance to students and staff wherever possible
- Provide for greater educational opportunities with the use of guest teaching and presentations made by a police officer
- Reduce crime within the schools
- Develop policies and procedures intended to prevent violence and provide for appropriate response when the threat of such violence does occur
- Promote positive relationships between the police and the school community

We agree to collaboratively work together in providing a police officer assigned to work within the Amherst Middle School. This position will be known as the School Resource Officer (SRO). The position will be staffed by an Amherst police officer, selected by a committee which may be comprised of a combination of school administration, parents, students and the police, choosing from a list of qualified candidates provided by the Chief of Police. Duties of the SRO will include the following.

- Classroom instruction and guest appearances, as invited, to provide education and information regarding criminal justice and other topics related to law enforcement.
- Providing assistance and support to school members who are victims of crime and any other persons who may benefit from the assistance of a law enforcement officer.
- Crime prevention, achieved through a presence on school grounds, establishing positive relationships with students and law enforcement.
- Providing leadership in the area of conflict resolution
- Intervention in matters of violence, potentially violent situations and unwelcome guests/intruders

We agree to the following points regarding supervision, responsibilities, policies and procedures for the SRO program.

#### Responsibilities

- The SRO is first and foremost a law enforcement officer.

#### Supervision Responsibility and Chain of Command

- The SRO shall abide by all Amherst Police Department policies and shall consult and coordinate activities through the school administration, but will remain responsible to the Amherst Police Department relating to employment. Activities conducted by the SRO, which are part of the regular educational and instructional program of the school, shall be coordinated through the administration of SAU39.
- The supervision of the SRO should fall directly and only under the Chief of Police or his designee, the support Lieutenant of the Amherst Police Department.

- The school resource officer will follow a chain of command for communication, which starts with the respective school vice-principal and moves upward to the police lieutenant in charge of support; the respective school principal; and finally the Chief of Police. This chain of command is intended to serve the need for day-to-day communication between the SRO and the school with the ultimate authority lying with the chief law enforcement officer, while also incorporating steps that alternate between the schools and the police.
- The SRO carries the same law enforcement authority as any other Amherst police officer, and his assignment to the schools does not affect that authority. The SRO will enforce applicable laws while at the schools. However, it is understood that there is also a need for the enforcement procedures and tactics used within the school community to be tempered by the other goals of the SRO position. Any issues that arise regarding law enforcement practices within the schools will follow the established chain of command.
- The Chief of Police and the School Principal retain the right to make personnel changes, in a collaborative effort, as needed. In the event of a deterioration of the relationship this memorandum seeks to achieve, each party retains the right to suspend operation of the program, subject to review by the respective political subdivisions.
- The Chief of Police shall oversee all disciplinary issues inclusive of all Use of Force reviews related to the School Resource Officer as it correlates with existing Amherst Police Department Policies and Procedures, the Attorney General's Handbook, and applicable NH RSA's including NH RSA 627:5, Use of Force. The SRO will reviewed under NH RSA 126-U.
- Nothing in this process shall limit communication between the Department heads, (Chief of Police and Superintendent.)

#### Information Sharing

- The parties understand that the schools must, by state statute (RSA 193-D), provide information regarding certain crimes, which occur on school grounds. See attached MOU, which addresses those reports. Such information will be provided to the SRO as soon as possible.
- Information regarding the possibility of future incidents of criminal behavior that could place any persons in danger shall be reported to the School Resource Officer without delay.
- The school also agrees to provide information that may serve to prevent any of those listed crimes, including the identity of individuals involved.
- The school will not share student records with the SRO, unless such information is necessary, in the case of an emergency, to assist with appropriate law enforcement response.
- Any incidents of criminal behavior regarding students coming directly to the attention of the SRO will be reported to the applicable school principal or his designee without delay, as allowed by RSA 193-D:7.
- The SRO will share with the school administration all information he receives regarding students, which will assist the school in providing for the students' educational and welfare needs.
- All parties recognize that some information is privileged or otherwise obtained in confidence. That information will not be shared, except in instances where the use of the information is necessary in order to protect others from the probability of harm.
- School personnel will notify the SRO immediately in all cases in which there is reason to believe that any person under the age of 18 years has been: (a) sexually molested; (b) sexually exploited; (c) intentionally physically injured so as to cause serious bodily injury; (d) physically injured by other than accidental means so as to cause serious bodily injury; or (e) a victim of a crime. See RSA 169-C:38.

### Investigations

- The respective school administrations will be responsible for investigations of school policy violations and disciplinary issues. The SRO may assist the school in such an investigation only where invited to do so.
- Where the school officials discover evidence of criminal conduct during such an investigation, the information will be shared with the SRO without delay. However, when such information is shared with the SRO, any further investigation should be considered a criminal investigation. The investigation must then be conducted with strict adherence to the Constitutional protections afforded all persons that are subject to a police investigation, regardless of who is conducting the investigation.
- The SRO, without exception, will conduct criminal investigations.
- The respective school principal or his designee will be advised of all criminal investigations being conducted within the school, unless such notification would adversely hinder the investigation. Approval of any exception to this requirement must be granted by the Chief of Police.
- The SRO may seek assistance from school officials during the course of a criminal investigation. However, anyone acting on behalf of that request must be considered an agent of the police department and those actions must comply with the same restrictions placed upon police personnel.

### Searches

- All searches conducted by the SRO must be related to a criminal investigation and must conform with established statutory and constitutional safeguards which apply to any police search.
- The SRO will not attempt to bypass any of those safeguards by having a school staff member conduct a search on his behalf.
- The school principal will be notified immediately of any searches conducted by the SRO.
- It is not the intention of the police department to limit school staff in conducting searches which they deem necessary in the fulfillment of their school administrative duties. When legitimate administrative searches produce evidence of a crime, the SRO may use that evidence to support criminal/juvenile charges as appropriate.

### Student Interviews

- The SRO must adhere to all statutory and constitutional safeguards in conducting any criminal interviews.
- A parent will be notified of any intent to interview a child regarding a criminal matter before such interview takes place, and the parent will be provided with opportunity to speak with the child.
- Where there is reasonable belief that there is imminent threat to the personal safety of person(s), and an immediate police response is required to protect person(s) an exception to this requirement may be made.
- The SRO may assist school staff in any school investigation, including interviews of students, where requested. In such cases, the SRO is guided and controlled by applicable school policy and procedure.

### Classroom Instruction

- A certified teacher will oversee all classroom instruction provided by the SRO.

### Notification to School Principal

- The school principal will be immediately notified of all law enforcement action taken by the SRO.
- Notification will occur prior to the law enforcement action whenever possible.
- Where circumstances require immediate law enforcement attention, and time does not allow for timely notification, the principal will be notified as soon as possible.

### Fraternization

- The SRO is expected to develop positive professional relationships with students as a police officer. Student relationships must remain professional and shall not be allowed to develop on a personal level. It is not the intention to forbid the SRO from participation in school sanctioned activities. However, any activities beyond those sanctioned by the school will require prior approval from the police chief. Violations of this policy will result

in immediate removal from the assignment, and may result in disciplinary action, in accordance with Department policies.

#### Training

- The officer will attend training specific to the position, provided by the National Association of School Resource Officers, or an equivalent program.
- Appropriate school staff will provide additional training. Topics of that training will be specific to each school, including areas such as the particular facility, internal procedures, introductions to staff, and communication within the school.

#### Schedule

- It is anticipated that the SRO daily schedule will be 7:00 a.m. to 3:00 p.m.
- The schedule will allow flexibility for training, attendance at extra-curricular activities, and other legitimate school or police needs as they arise.
- By mandate of the federal COPS grant, the SRO will work within the school setting at least 1560 hours a year (75% of 2080 hours).
- The SRO may also perform similar duties at the other Amherst elementary schools, on a part-time basis, allowing sufficient time to make safety presentations and other related duties.

#### Uniform

- The uniform will typically consist of a pair of casual dress pants, such as khakis and a sport shirt bearing police department insignia. As appropriate or as needed for duties, a full police uniform or civilian dress attire may be worn.

#### Communication

- The school will provide the SRO with two-way radio communication, consistent with that issued to school administrators.
- The SRO will also maintain use of a police two-way radio.

#### Evaluation of the Program/Grant Project

- Evaluation of this program will occur at least quarterly for at least the first year of implementation, and thereafter as any of the parties deem necessary. An evaluation committee will include members from the police department and school officials. The evaluation will address issues relating to performance of the assigned officer, indicated changes of the job description, indicated changes of the policies and procedures, and effectiveness of the program.

\_\_\_\_\_  
Chief Mark O. Reams  
Amherst Police Department

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Peter Warburton  
School Administrative Unit #39

\_\_\_\_\_  
Date



**KL - LEGISLATIVE REPRESENTATIVE**

*Category R*

One person from the School Board shall serve as legislative contact with the New Hampshire School Boards Association in order to keep the Board abreast of happenings and upcoming legislation relating to education. The appointed representative shall carry the opinions of the Board to the legislature when requested.

## **KI - VISITORS TO THE SCHOOLS**

### *Category R*

All persons, other than staff and pupils enrolled in the school, who may come to the school for any reason during the school day are considered visitors and must report and sign in at the school office. Employees of the school system (directors, coordinators, maintenance staff members, and others) are to advise the school Principal or Secretary that they are in the building. A visitor (a person not employed by the school system) must report to the school office and receive permission to be on the school grounds.

Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the office of the Principal or by direct contact with the teacher.

No person shall visit a school without first reporting to the office of the Principal as to the purpose and place of the visit.

## **KFD - USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)**

*Category R*

*Also GBGBA & JLCEA*

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.

The use/administration/maintenance of the AED is subject to the following conditions:

### **1. Location of the AED (s)**

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s).

### **2. Authorized Employees/Training of Users**

AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

### **3. Maintenance**

AEDs will be maintained by the School Nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

### **4. Registration of AED(s)**

In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).

### **5. Incident Reporting**

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).

### **6. Liability Limited**

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

### **Statutory Reference:**

*RSA 153-A:28-33, Automated External Defibrillation*

*Further Information: State of NH, Bureau of Emergency Medical Services, 271-4568*

*Appendix KFD-R*

## **AMHERST, MONT VERNON, and SOUHEGAN Policy**

### **KF - USE OF SCHOOL BUILDINGS AND FACILITIES**

*Also ECA*

It is the School Board's desire that the citizens of our town enjoy the use of school facilities. It is the board's intent that such use should take place with proper regard to all applicable statutes and ordinances, and that such use should take place with respect for the preservation of the facilities for school use. The Superintendent will establish administrative procedures and regulations to implement this policy. It is the School Board's desire that the citizens of our town enjoy the use of school facilities. It is the board's intent that such use should take place with proper regard to all applicable statutes and ordinances, and that such use should take place with respect for the preservation of the facilities for school use. The Superintendent will establish administrative procedures and regulations to implement this policy (see SAU 39 Facilities Use Procedure Manual).

When not in use for school purposes, school facilities may be used by community groups and organizations, as well as other non-community based groups, provided that the application process has been completed and is approved. The application process will include the submission of proof of insurance.

First priority for the use of all school facilities is granted to the schools for school activities and organizations with direct school affiliation. Second priority for the use of school facilities is granted to the Town Recreation Department. Third priority is granted to organizations with direct Town affiliation. Fourth priority is granted to those activities and organizations that serve the youth of the community. All other proper requests shall be granted on the basis of availability.

No person, group, or organization has any vested right to use the school facilities. The School Board reserves the right to make the final decision on the use of any school facility. Approval may be denied due to lack of appropriate space, if a previous activity by the applicant resulted in a violation of any aspect of any School Board policy or guidelines, or if the facility is to be used for an unlawful purpose.

Authorization for use of school facilities shall be considered neither an endorsement nor approval of the activity, group, organization, or the purposes they may represent.

When schools have been closed because of inclement weather, the facilities will be closed for all use. The schools do not assume the responsibility of contacting groups when such closures occur. The Superintendent or his/her designee may waive this requirement.

Organizations connected with and promoting recognized school functions will not incur any facility use fees but personnel and/or equipment fees may be assessed. The School District should not incur additional costs due to the community use of school facilities.

Whenever a community group is permitted to use a school facility, at least one district employee must be on hand, unless the Superintendent or his/her designee determines the school employee's presence is not necessary.

The Superintendent or his/her designee, on the basis of this policy and its accompanying regulations, shall approve all rentals of school facilities. The Board must approve any special requests or exceptions to this policy and/or regulations.

It shall be the responsibility of any user of a school facility to leave the school facility in a satisfactory condition. All users of school facilities agree as a condition of use to pay the cost of any damages to the facilities and school equipment other than damage caused by normal wear and tear.

## **AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY**

### **KED – FACILITIES OR SERVICES - GRIEVANCE PROCEDURE (SECTION 504)**

Any qualified handicapped person, or persons, who feels subject to discrimination with respect to Section 504 of the Rehabilitation Act has the right to file a formal grievance.

Any qualified handicapped person, or persons, who has a grievance shall discuss it first with the appropriate building Principal (or Superintendent in the case of SAU facilities) in an attempt to resolve the matter informally at that level.

If, as a result of the discussion, the matter is not resolved to the satisfaction of the aggrieved party within five (5) school days, the aggrieved party shall set forth the grievance in writing to the Principal or Superintendent (for SAU facilities). The recipient shall communicate his/her decision to the aggrieved party in writing within five (5) school days of receipt of the written grievance.

The aggrieved party, no later than five (5) school days after receipt of the decision, may appeal the decision to the Section 504 Coordinator (See Policy AC-E). The appeal to the Coordinator must be made in writing reciting the matter submitted to the Principal or Superintendent and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) school days. The Coordinator shall communicate his/her decision in writing to the aggrieved party and the Principal or Superintendent not later than five (5) school days after the meeting.

If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Coordinator's decision, may submit a written request for a hearing with the School Board regarding the alleged discrimination through the Superintendent of Schools. The hearing will be held within thirty (30) calendar days of the written request. The School Board must provide the aggrieved party with a written decision on the appeal within ten (10) calendar days after the hearing.

Between the date the aggrieved party requests the hearing and the date the hearing is held, the aggrieved party and the District or SAU may continue to negotiate. If the District or SAU and aggrieved party agree on a mutual solution to the alleged discrimination, the hearing would be canceled.

The decision of the Board is final pending any further legal recourse as may be described in current, state or federal statutes pertaining to Section 504 of the Rehabilitation Act of 1973.

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### KD-R

#### SCHOOL DISTRICT SOCIAL MEDIA WEBSITES - REGULATIONS

1. The Superintendent or designee reserve the right to remove and/or not post any comments at any time, for any reason. The District reserves the right to remove postings that:
  - a. are abusive, defamatory, or obscene;
  - b. are fraudulent, deceptive or misleading;
  - c. target, disparage, or discriminate on the basis of ethnicity, race, religion, sexual preference, age, sex, or disability;
  - d. contain spam, advertising, solicitations or include links to other sites;
  - e. contain confidential information;
  - f. are in violation of any intellectual property right of another;
  - g. are in violation of any law or regulation;
  - h. violate any School District policy; or
  - i. are otherwise offensive, graphically or in tone.
  - j. contain complaints about District staff.
2. The main page of every District-sponsored social media **account or platform** should indicate it is the "Official **account** of the School District."
3. Written parental release is required before posting of student photographs in District-sponsored social media. Posting of photographs or videos of students in violation of any law or regulation is not permitted. Obscene images and videos will not be posted. Release by verified email address with phone or other oral confirmation is acceptable.
4. To the extent possible, the content posted on District-sponsored social media pages are preserved and archived using policies and procedures that are consistent with the District's records retention and disposal policies.
5. Endorsements of any product, cause, political party or political candidate are forbidden.
6. The District should make a reasonable effort to block followers who are deemed inappropriate if they can be seen by others viewing its Follower list.
7. The District will only follow other **social media accounts** and/or send direct messages to other accounts with objectives that with the educational mission of the District.
8. The District's **social media** will be used for broadcasting purposes only. The District will not respond to a **message** via a "reply."
9. The District's Facebook (**or similar social media**) page should be set up as a "fan" page where fans may be permitted to post comments. The page administrator(s) is (are) authorized

to block/remove fans and postings from the District's Facebook (or similar social media) page where the posts and comments do not support the educational mission of the District.

10. All content on the District's Facebook (or similar social media) page must relate to education, curriculum, instruction, school-authorized activities and athletics, school or district news or general information relating to work, activities and accomplishments of the District and its staff, as representatives of the District.

11. The privacy settings of the District's Facebook (or similar social media) page are managed by the page administrator(s). All posting of comments on the District's Facebook (or similar social media) page are at the discretion of the page administrator(s). The page administrator(s) reserve the right to remove or not post any comments at any time, for any reason.

12. The District should only associate with other Facebook (or similar social media) groups with objectives that are consistent with the educational mission of the District.

13. The District's Facebook (or similar social media) page is a means to connect to the public. Accordingly, the District will not use Facebook (or similar social media) to send direct private messages to individuals.

See Also: Policy KE

**Legal References:**

*RSA 189:70, Educational Institutional Policies on Social Media*

Amended: September 2015

New Sample Appendix: September 2013

## **KDCA - USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM**

### *Category R*

One of the strongest links of communications between the District and the public is the pupil in the classroom. Failure to provide parents with appropriate information may lead to misinformation about the schools.

It is the responsibility of the school administration to see that information regarding school activities, programs, and organizations is properly disseminated to parents.

The school administration shall take reasonable steps to ensure that the use of students as couriers is limited to carrying information about the school system, or a particular school, except as specifically provided in the following paragraph. School information may include publications, newsletters, notices, or other printed matter published under the name of the District, the individual school, or the recognized parent/teacher group.

Students may serve as couriers for information generated by non-school organizations, subject to the following conditions: (1) the information clearly states that it is not school-sponsored, (2) the sponsor of the information/activity is a non-profit organization and the activity is student-related, (3) the School Board, or the Superintendent, reserves the right to refuse any request for distribution of such information, on a case-by-case basis, and (4) the distribution of such information is subject to prior approval by the Superintendent or his/her designee.

Information published by the District, individual school, employee organizations or unions, recognized parent/teacher groups, or non-school groups which advocates a particular position on bond issues, political matters, labor relations issues, or District budgets will not be distributed through the use of students as couriers.

The participation of pupils in interpreting the educational program of the schools to the community shall be encouraged, with the understanding that –

1. Pupils shall not be exploited for the benefit of any individual or group.
2. Pupils shall participate only in appropriate situations as determined by the building administrator.
3. The use of pupils shall always be evaluated in terms of the effect on the child.



### **KDC – SCHOOL DISTRICT PUBLISHING ONLINE**

#### **General**

Official school district websites will be hosted and maintained on networks of the district's chosen hosting provider. Websites that are hosted separately of the official school district site that contain references to any students, staff, or facilities of the District are not considered official district websites, and the school district will not be responsible for their content.

The district website is intended to provide a means of sharing information with the school district and the world about school curriculum and instruction, school-authorized activities, and other information relating to the district's schools and mission. Instructional resources for staff and students may also be provided.

#### **Organizational Responsibility**

School district websites are official publications and must follow similar guidelines as other district publications. For district-wide Department Websites, the Department Director has primary responsibility for the content of the website. For individual school websites, the Principal has primary responsibility for the website. All information published on the school district websites must be approved by these individuals or their designees. The Superintendent's Office acts as the final authority when issues arise concerning potentially sensitive content.

All postings to the Websites will be performed by authorized individuals only. These individuals must have been provided with secure access by the Technology Department and have been given approval by the district Department Head or Principal. Technology Department Staff reserve the right to remove any publication that adversely affects the operation of the school computer networks.

#### **Publishing Standards**

All subject matter on district web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the district or its mission. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Students, staff, or other individuals may not use the district's web pages to provide access to their personal pages on other servers or online services, including social media.

Publishing privileges are provided to students and staff through individuals who have been authorized by the building principals or Department Directors. Creators of web pages need to familiarize themselves with - and practice - the following standards and responsibilities, or pages will not be published.

All web pages must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers. All content must be appropriate, decent, in good taste, and not intended to harass, demean or offend individuals or groups. Offensive content includes, but is not limited to materials, which offend religious and racial groups, constitute sexual harassment, or contain violence and profanity.

Correct grammar and spelling should be used, documents should be of high quality in both style and presentation. Any unedited work by students will be identified as such. Web pages must include a statement of copyright, when appropriate, and indicate that permission has been secured to include copyrighted materials. Factual information must be able to be documented. All web pages must identify affiliation with the School District. All web pages must provide a link to the school or Department's home page, and contain clear navigational links. Commercial use (advertisements, business logos, etc.) is prohibited. All web pages must

## **AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY**

### **KDC – SCHOOL DISTRICT PUBLISHING ONLINE**

comply with the School Board policies, administrative regulations, these Web Publishing Guidelines, and other district guidelines provided for specific levels of publishing. The viability of links from Web pages that were not created by the district cannot be guaranteed. All links will be tested for accuracy.

Web pages may not contain links to other pages that are not yet completed. If further pages are anticipated but not yet developed, the text that will provide the link can be included, but the link may not be made active until the further page is functional. Any deliberate tampering with or misuse of district network services or equipment will be considered vandalism and will be handled according to the school discipline code.

The use of a web page for political lobbying activities is prohibited. Engaging in non-school related fund-raising is also prohibited. No student Email address, whether a personal or district account, may be listed on any web page. Official district email addresses of staff may be published on the website.

Web pages shall not contain personal student information other than first names unless prior permission has been granted. The building principal is to be contacted as the consultant in special circumstances where awards or events warrant publicity of this nature. Web pages may contain pictures of students and staff involved in school-related activities only. Students identifiable as receiving Special Education services must have parent or guardian permission regardless of whether they are identified by name. Non-school related student work shall not be published.

## **KDA - PUBLIC INFORMATION PROGRAM**

*Category R*

*See also KA*

The Board will do its best to keep the people informed of the affairs of the district. To achieve its goals for good school-community relations and maintenance of open two-way channels of communication with public, the Board authorizes the Superintendent to:

1. Prepare or guide the preparation of informational materials including the annual report, newsletters, articles for periodicals, newspapers and/or radio releases, special pamphlets and other assigned material, and to maintain close liaison with news media and publicity organizations.
2. Provide staff members with resources for preparation of material for community and staff distribution to include but not be limited to the district website, handbooks, information leaflets, etc.
3. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA, church and other groups.
4. Assist in coordinating work with civic and other groups which support the school system.

The Board expects that "affairs of the district" will include by not be limited to school performance, student progress, personalized learning strategies, and academic opportunities.

### **Legal References:**

*NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development*

*NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development*

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### KD - SCHOOL DISTRICT SOCIAL MEDIA WEBSITES

*Category: Recommended*

The School Board recognizes the value of technology such as social media in promoting community involvement and collaboration. The purpose of any official district social media shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members. As such, the Superintendent is authorized to establish social media accounts in furtherance of the District's values, goals, and mission.

#### **Establishment of Regulations**

The Superintendent or designee will establish administrative regulation, guidelines and protocols for official district social media to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

#### **Limitation of Public Comments**

Official district social media shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official accounts and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

Official district social media may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.

#### **Privacy**

The Superintendent or designee will ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media .

The District will not require, compel or request that any student provide his/her personal or private social media account information with relation to any District social media service.

Students, parents, staff and members of the public are hereby given notice that the District reserves the right to and will monitor all District social media. As such, there is no expectation of privacy for information posted on, sent to or received by the District's social media.

#### **Definitions**

"**Social media**" means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

**"Official district social media"** is an account on a platform authorized by the Superintendent or designee. Accounts that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media.

### **Guidelines for Content**

The Superintendent or designee shall ensure that official district social media provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media shall contain content that is appropriate for all audiences.

The Superintendent or designee shall ensure that official district social media are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

All social media content must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers. All content must be appropriate, decent, in good taste, and not intended to harass, demean or offend individuals or groups. Offensive content includes, but is not limited to materials, which offend religious and racial groups, constitute sexual harassment, or contain violence and profanity.

Correct grammar and spelling should be used, documents should be of high quality in both style and presentation. Any unedited work by students will be identified as such.

### **Copyright**

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media.

See Also: KD-R, Administrative Regulations

### **Legal References:**

*RSA 189:70, Educational Institution Policies on Social Media*

Revised: September 2015

New Sample Policy: September 2013

## **KCD - PUBLIC GIFTS/DONATIONS**

All gifts may only be accepted by the board in public session. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the District shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the District's goals, or in which the ownership of the gift would tend to deplete the resources of the District. In determining whether a gift will be accepted, consideration shall be given to District Policies, School District goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of \$5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the District. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the District. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the District. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product, business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update the District's inventory and to notify the donor of acceptance or rejection of a gift.

Voluntary contributions by District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the District.

Active solicitation of gifts to be received by the District, including by any school, classroom, or program in the District, including soliciting gifts through online crowd funding web sites must be approved in advance by the Superintendent where the value of the gift sought is less than \$500 and by the Board where the value of the gift sought is \$500 or greater.

Appendix KCD-R

**KB - TITLE I FAMILY AND COMMUNITY ENGAGEMENT**

*Category: Priority/Required by Law for all Title I Districts*

*This policy is required for school districts receiving Title I funds (e.g., Title IA, Focus/Priority, SIG.)*

The School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, other family members involved in supporting the child's development and education.

Pursuant to federal law, the District will develop jointly with distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

- (1) Honor and recognize families' funds of knowledge,
- (2) Connect family engagement to student learning,
- (3) Create welcoming, inviting cultures, and
- (4) Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meeting will provide parents and family members opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or school board. These meetings will be used to:

1. Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
5. Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental

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involvement policies.

6. Involve families in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

**NHSBA Note, September 2016:** Changes to this Sample Policy are required pursuant to the recent passage of the Every Student Succeeds Act (ESSA). ESSA contains various changes to Title I requirements and certain aspects of community and parental involvement. The changes made throughout this policy are intended to address those requirements. The changes made throughout this policy relative to Title I parental involvement are recommended by the New Hampshire Department of Education in collaboration with NHSBA.

### **Legal References:**

*20 U.S.C. §6318, Title I - Parental Involvement*



## KA/IJO - SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

*Category: Priority/Require by Law*

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

District schools are a welcoming place, clearly accessible to parents and the community. Communication between home and school is regular, two-way and meaningful. Parents are partners in the educational decisions that affect children and families. Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.

Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments. Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board, and academic opportunities, using print and or online.

Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year. Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable. For the purposes of this policy, the term "parent" refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor - who plays a significant role in the care of a student or students enrolled in District Schools. Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

The support of area businesses, agencies and community organizations will be sought through financial, goods and services, and volunteer contributions. Partnerships will be encouraged with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning. Student participation in community service will be encouraged. Business partnerships will also be encouraged to assist students in the successful transition to employment or further education.

### **Legal References:**

*Ed 306.04(a)(11), Community Partnerships*

*Ed 306.04(k), Community Partnerships*

## JLF - REPORTING CHILD ABUSE OR NEGLECT

*Category: Priority/Required by Law*

*Related Policies: GBEBA, IJOC & JICK*

### A. Statutorily Mandated Reporting – All Persons.

**Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”**

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a “credential holder”, as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risk having action taken by the New Hampshire Department of Education against his/her credential. See N.H. Code of Conduct for Educators, Ed. 510.05 (e).

The report should contain:

- a. the name and address of the child suspected of being abused or neglected,
- b. the person responsible for the child's welfare,
- c. the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries),
- d. the identity of the person or persons suspected of being responsible for such neglect or abuse; and
- e. any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to **DCYF**, call **24/7 (800) 894-5533** (in-state) or (603) 271-6562. **In cases of current emergency or imminent danger, call 911.**

### B. Additional provisions relating to school employees, volunteers and contracted service providers.

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than one calendar day.

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### **1. Request for Assistance in Making Initial Report.**

The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

- (a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, **and**
- (b) reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

### **2. Principal's Action upon Receiving Report.**

Upon receiving the report/request from the employee, volunteer or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

### **3. Requirements for Reporting of Other Acts.**

Employees/contract providers are also reminded of the requirements to report any act of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Board Policy JICK, and hazing under RSA 671:7. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction or violence.

## **C. Signage and Notification.**

The Superintendent is directed to assure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the, Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district's website.

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### **Legal References:**

*NH Code of Administrative Rules, Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect*  
*NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report*  
*RSA 169-C, Child Protection Act*  
*RSA 169-C:29-39, Reporting Law*  
*RSA 189:72, Child Abuse or Neglect Information*  
*RSA 193-D:4, Safe School Zones, Written Report Required*

## JLCD-R - ADMINISTERING MEDICATION TO STUDENTS

### **A. Written Authorizations**

In order for prescription medications to be given at the school, the following shall occur:

- (1) The school nurse shall ensure that a written statement from the licensed prescriber containing the following be file in the student's health record:
  - a. The student's name;
  - b. The name and signature of the licensed prescriber and contact numbers;
  - c. The name, route and dosage of medication;
  - d. The frequency and time of medication administration or assistance;
  - e. The date of the order; and
  - f. A diagnosis, if not a violation of confidentiality;
- (2) The school nurse shall ensure that there is written authorization by the parent and/or guardian that contains:
  - a. The parent and/or guardian's printed name and signature;
  - b. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication be documented; and
  - c. Approval to have the school nurse administer the medication, the student to possess and self-administer and/or the principal or his designee assist the student with taking the medication; and
- (3) The school nurse shall ensure the authorization or other accessible documentation contains:
  - a. The parent and/or guardian's home and emergency phone number(s); and
  - b. Persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.

### **B. Delivery of Medication to School**

- (1) A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:
- (2) The prescription medication shall be in a pharmacy or manufacturer labeled container;
- (3) The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
- (4) The medication may be delivered by other adult(s), provided, that the nurse is

## **AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY**

notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.

(5) All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

### **C. Recording Provisions**

(1) Each school will document the following information regarding medication taken by each student:

- (a) Date and time of administration;
- (b) Name of medication prescribed;
- (c) Name of licensed prescriber;
- (d) Signature or initials of adult present;
- (e) Other comments.

(2) Each school shall document the administration of all medication on a student's health record.

(3) If student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.

(4) Recording cannot be altered; if an error occurs, a line is to be drawn through the entry and

correct data recorded in line below and signed.

(5) Such a record shall be available to representatives from the State Division of Public Health and/or State Department of Education.

(6) Each record should be kept in a designated place for a period of time consistent with the New Hampshire Department of Education's records retention schedule.

### **D. Student Health Records**

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record and kept for a period of time as determined by the New Hampshire Department of Education's Records Retention Schedule. Health records concerning students who receive special education services should be retained as long as the student is in a special education program and there is district liability for the education of the student.

An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record.

The State law forbids any child for any reason to take medication without written permission of the child's Parent or legal Guardian. Permission slips are available in the Nurse's office.

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**PARENTAL REQUEST FOR GIVING PRESCRIBED MEDICATION AT SCHOOL**

I request the Nurse or staff member assist my child, \_\_\_\_\_ in taking his/her prescribed medication prescribed,

\_\_\_\_\_

*(Name of Medication)*

Prescription Number \_\_\_\_\_

Druggist \_\_\_\_\_

Prescribed by Dr. \_\_\_\_\_

For the period from \_\_\_\_\_ to \_\_\_\_\_

(Date)

(Date)

*(Not more than one month of prescribed medicine may be stored in school.)*

The medication will be delivered directly to the School Nurse, Principal or designated staff

member by the parent or guardian, if possible.

The medication will be delivered in a container with a pharmacy label noting the student's name, the

physician's name, the date of original prescription, name and strength of medication and directions for taking by the student.

I, agree that by signing this request and "Hold Harmless" statement that I shall not hold liable any member of the school staff who is directed by me to assist my child in taking said medicine.

Signature \_\_\_\_\_

(Parent/Legal Guardian)

Date \_\_\_\_\_

School \_\_\_\_\_

*See policy JLCD*

## JLCD – ADMINISTERING MEDICATION TO STUDENTS

*Category: Priority/Required by Law*

*Related Policies: EHB, JLC & JLCE*

*Related Forms: JLCD-R, JLCD-F1, JLCD-F2 & JLCD-F3*

### A. General Provisions for Administration of Medication.

Medication whether prescription or over-the-counter (“OTC”), shall only be administered to or taken by students during the school day in accordance with this policy, and the corresponding administrative procedures record-keeping found in JLCD-R.

This policy shall extend to any school-sponsored activity, event, or program.

Medication is to be administered by a school nurse, as defined in RSA 200:29 (“the school nurse”). The school nurse may delegate the administration of medication to others only as permitted under the New Hampshire Nurse Practice Act, and N.H. Code of Administrative Regulations Nur 404. If no such person is available, the building principal or the principal’s designee is permitted to assist students in taking required medications by:

- i. making such medications available to the student as needed;
- ii. observing the student as he/she takes or does not take his/her medication; and
- iii. recording whether the student did or did not take his/her medication.

Whenever possible, medications, should not be taken during the school day. Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications, and adverse reactions to be observed.

1. Prescription Medication will be only be administered in school only after receiving and filing in the student's health record the following:
  - a. A written statement from the licensed prescriber conforming to the requirements of N.H. Department of Education Rule 311.02 (i)(1) (included in District procedures JLCD-R).
  - b. A written authorization from the parent/guardian as provided in N.H. Department of Education Rule 311.02 (i)(2) & (3) (included in District procedures JLCD-R).
2. Over-the-Counter Medication may be administered to a student with previous written authorization from the parent/guardian. The school nurse may, however, require a licensed prescriber’s order, or further information/direction from a licensed health care provider (i.e., physician, advanced registered nurse practitioner, licensed physician’s assistant or dentist), before administering an OTC medication to a student. The authorization shall contain the same information, with the same access, as is required relative to prescription medications.



## JLCD – ADMINISTERING MEDICATION TO STUDENTS

To the extent consistent with New Hampshire's Nurse Practices Act, RSA 326-B, the school nurse may at his/her discretion accept verbal instructions from a licensed health care provider relative to administration of a prescription medication, and verbal instructions from a parent/guardian with respect to an OTC medication. In both instances, the verbal instructions shall be followed by written statements as provided above.

B. Emergency Administration of Medication.

The school nurse or other properly designated personnel may administer other medications to students in emergency situations provided such personnel has all training as is required by law, and is consistent with the provisions of Board policy JLCE.

C. Field Trips and School Sponsored Activities

A single dose of medication may be transferred by the school nurse from the original container to a newly labeled container for the purposes of field trips or school sponsored activities. For trips or activities necessitating more than one dose, special arrangements for administering medication must be approved by the school nurse or, in the school nurse's absence, the Principal.

D. Other Uses/Administration Prohibited.

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

E. Delivery, Storage and Disposal of Medication.

Medications provided by the student's parent/guardian may only be delivered to the school nurse or principal/principal's designee. All such medication should be delivered in its original container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

The school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine.

F. Administration and Self-Administration of Epinephrine Auto-Injectors and Inhalers.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to the nearest supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, in the nurse's office or other suitable location. Additionally,

## JLCD – ADMINISTERING MEDICATION TO STUDENTS

students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. Such authorization must include the same information required under A.1 of this policy.

Other emergency medications, such as insulin, may be carried and self-administered by the student only with prior approval by the school nurse and written statements from a licensed health care provider and a parent/guardian and in the same manner as described in A.1 of this Policy, and subject to other conditions as the school nurse may require.

### G. Medication Records.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students. Such records shall be retained as required under Board policy EHB, Data/Records Retention.

### H. Implementation: Procedures and Protocols.

The Superintendent, in consultation with the school nurse(s), shall be responsible for establishing specific procedures necessary and appropriate to control (e.g., delivery, storage, authorization, record-keeping, reporting, etc.) medications in the schools. Such procedures shall be in writing, and coded as JLCD-R. The procedures should be reviewed no less than every two years.

Additionally, and pursuant to N.H. Administrative Rule Ed. 311.02(k), each school nurse shall also develop and implement building specific protocols regarding receipt and safe storage of prescription medications.

### Legal References:

*.RSA 200:40-b, Glucagon Injections*  
*RSA 200:42, Possession and Use of Epinephrine Auto-Injectors Permitted*  
*RSA 200:43, Use of Epinephrine Auto-Injector*  
*RSA 200:44, Availability of Epinephrine Auto-Injector*  
*RSA 200:44-a, Anaphylaxis Training Required*  
*RSA 200:45, Student Use of Epinephrine Auto-Injectors - Immunity*  
*RSA 200:46, Possession and Self-Administration of Asthma Inhalers Permitted*  
*RSA 200:47, Use of Asthma Medications by Students - Immunity*  
*RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers*  
*RSA 200:55, Administration of Bronchodilator, Space or Nebulizer*  
*RSA 326-B, Nurse Practices Act*  
*N.H. Code of Administrative Rules, Ed. 306.12(b)(2), Special Physical Health Needs of Students*  
*N.H. Code of Administrative Rules, Ed. 311.02(d); Medication During School Day*  
*N.H. Code of Administrative Rules, Nur 404; Ongoing Requirements*

## JLCC – Pediculosis Management

Based on recommendations from the American Academy of Pediatrics, the National Association of School Nurses, and the New Hampshire Department of Education, it is the position of the Amherst, Mont Vernon, and Souhegan Cooperative school boards that the management of pediculosis (infestation by head lice) should proceed so as not to disrupt the educational process.

Although head lice are communicable, they do not transmit disease. They are spread during direct head to head contact or when sharing personal items such as hats, helmets, combs, brushes, and other hair items. However, the incidence of in-school transmission is relatively low. Mass screenings are not recommended as they have proven to have little effect on the incidence of head lice in the school setting. The major focus of control activities should be to lessen the risks of head-to-head contact. Therefore, the school nurse may screen students considered at risk. Cooperation and open communication between families and schools is the most effective method of preventing the incidence of transmission.

If a child is suspected of having head lice, he or she should be examined by the school nurse. "The school nurse is ideally suited to provide education and anticipatory guidance to the school community regarding best practices of pediculosis management" (NASN, 2004). Although data does not support exclusion from school, school activities, and/or transportation based solely on the presence of live lice and/or their eggs (nits), the school principal or designee in conjunction with the school nurse may decide to do so in an effort to contain infestation particularly in situations of increased head-to-head contact. Verbal and written instructions regarding treatment and return to school protocols will be given to the family of each identified student. School staff will act to ensure student confidentiality is maintained and should not segregate or embarrass the child.

### **Legal References:**

*RSA 200:32, Physical Examination of Pupils*

*RSA 200:38, Control and Prevention of Communicable Diseases: Duties of the School Nurse*

*RSA 200:39, Exclusion from School*

*American Academy of Pediatrics, Clinical report - Head Lice, August 2010*

*NH Department of Education, Frequently Asked Questions, Pediculosis*

*NH Department of Health and Human Services, Head Lice Fact Sheet*

*National Association of School Nurses Position Statement on Pediculosis*

## JLCB – IMMUNIZATIONS OF STUDENTS

*Category: Recommended*

*Related Policies: EBCF, EBCG, JFABD, JLC & JLCA*

- A. Immunizations Required. Any child being admitted to the District must present written documentation of meeting the then current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy.

The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.

- B. Conditional Enrollment. A child who has not met the immunizations requirements of paragraph A, above, may be “conditionally” enrolled and allowed to attend school when the parent/guardian provides:

1. Documentation of at least one dose for each required vaccine; AND
2. The appointment date for the next dose of required but incomplete vaccine.

The appointment date referred to in B.2, above, shall serve as the exclusion date if the child does not keep the scheduled appointment. Conditional enrollment shall not be extended to the next school year for the same dose of vaccine.

- C. Homeless Students and Unaccompanied Youth. Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.

- D. Health and Religious Exemptions.

1. Medical Exemption. A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C:20-c, I from his/her physician that immunization will be detrimental to his/her health. An exemption under this paragraph shall apply only to the specific immunization referenced in the physician’s written statement, and will continue for the greater of one year or the length of time stated in the physician’s statement.
2. Religious Exemption. In accordance with RSA 141-C:20-c, II, a child will be excused from immunization for religious reasons, upon receipt of a statement, signed by the child’s parent/guardian, and notarized, stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health & Human Services (NHDHHS), if such students

## JLCB – IMMUNIZATIONS OF STUDENTS

are considered to be at risk for the disease or virus that they have not been immunized against.

- E. Records. The school nurse, principal or designee trained in state immunization requirements is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a, or that one of the circumstances described in paragraphs B-D, above apply.

The Superintendent shall assure that the District maintains immunization records in accordance with NHDHHS regulations.

### **Legal References:**

*RSA 141-C:20-a, Immunization*

*RSA 141-C:20-c, Exemptions*

*RSA 141-C:20-d, Exclusion During Outbreak of Disease*

*RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse*

*NH Code of Administrative Rules, Ed. 311.01, Immunization Program*

*NH Code of Administrative Rules, He-P 301, Communicable Diseases*

*42 U.S.C. § 11432(g)(3)(C)(iii) – McKinney-Vento Act*

## JLC – STUDENT HEALTH SERVICES & SCHOOL NURSES

**Category: Priority/Required by Law**

**Related Policies: EBBC/JLCE, JLCD & JLCCG**

- A. General Health Services: The Board may appoint one or more school nurses to carry out appropriate school health-related activities.
- B. School Nurse Qualifications and Responsibilities. A school nurse shall be a registered professional nurse licensed in New Hampshire and certified by the New Hampshire Department of Education. The Board may employ or contract with a Licensed Practical Nurse (LPN) or a Licensed Nursing Assistant (LNA) to work under the direct supervision of the school Registered Nurse (RN). As provided by New Hampshire law, the school nurse is responsible for any delegation of health care tasks.

Responsibilities of the 21<sup>st</sup> century school nurse include, but are not limited to: providing direct health care to students; providing leadership, care coordination and qualitative improvement of school health services; promoting a healthy school environment and control/surveillance of infectious diseases; promoting health; serving in a leadership role for health policies and programs; and serving as a liaison between school personnel, family, community, and health care providers. Additionally, the school nurse is responsible for the oversight of other school services, including but not limited to: assessing and responding to individual student health needs through Individual Healthcare Plans, maintaining accurate health records, participating on 504 and IEP teams (as needed or required), health promotion, disease and injury prevention initiatives, student wellness, and other responsibilities and services as dictated by law or Board policy. Finally, the school nurse will assist the administration in developing/updating forms necessary and appropriate for health-related issues (e.g., emergency, individual student health needs, administration of medication, etc.).

- C. Injuries, Illnesses and Medications. Emergency medical care will be provided pursuant to Board Policy EBBC/JLCE.

Any pupil who is required to take prescribed medication during the school day will do so consistent with the provisions of Department of Education Rule 311.02 and Board Policy JLCD.

Injuries and illnesses occurring during the school day are to be reported to the school nurse or the building principal. Accidents shall be reported in accordance with Board Policy EBBC. Students attending school during the extended day, night, or summer school programs, or any other time when the school nurse is not in the building, are to report all illnesses and injuries to the supervising adult. Students will not be allowed to leave school due to injury or illness without first notifying either the school nurse or principal as well as the student's parent/guardian or other person identified on the student's emergency contact form on file with the school.

**Legal References:**

*RSA 200:27, School Health Services*

*RSA 200:29, School Nurse*

**JLC – STUDENT HEALTH SERVICES & SCHOOL NURSES**

*RSA 200:31, School Health Personnel*

*RSA 326-B, Nurse Practice Act*

*NH Code of Administrative Rules, Section Ed 306.12(b), School Health Services*

*NH Code of Administrative Rules, Section Ed 311, School Health Services*

## AMHERST, MONT VERNON, and SOUHEGAN POLICY

### JICD – STUDENT DISCIPLINE AND DUE PROCESS

*Category: Priority - Required by Law Related Policies: JI, JIC, JICDD & JICK*

The board recognizes its responsibility to preserve order and ensure that school buildings, together with its grounds, bus stops and bus routes and at school-sponsored events are safe for students and staff.

Students, as part of the educational community, shall be made aware that misconduct will not be tolerated and may result in temporary or long-term removal from the school. At all times, students are required to conduct themselves in accordance with behavioral standards set forth in or adopted pursuant to Policy JIC and all other applicable Board policies and all District or school rules. Failure to comply can lead to disciplinary consequences as set forth in this policy and applicable law.

#### A. **Disciplinary Measures – "Definitions".**

Disciplinary measures include, but are not limited to, removal from the classroom, detention, in- school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.

1. "Removal from the classroom" means a student is sent to the building Principal's office. It is within the discretion of the person in charge of the classroom to remove the student.
2. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class. The building Principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school). Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal.
3. "In-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten (10) consecutive school days.
4. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct, for neglect, or refusal to conform to school rules or policies.
  - a. "Short-term suspension" means a suspension of ten (10) school days or less. Ed 317.04(a)(1).
  - b. "Long-term suspension" means the continuation of a short-term suspension under RSA 193:13, I (b)-(c), and also means a suspension in excess of ten (10) school days under Ed 317.04(a)(2).
5. "Restriction from school activities" means a student will attend school, classes, and

practice but will not participate in other school extra-curricular activities, including competitions.



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6. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.
7. "Expulsion" means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

#### **B. Standards for Removal from Classroom and Detention.**

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers or building Principal may assign students to detention for similar conduct in accordance with the guidelines and protocols outlined in the student handbook.

#### **C. Standards for In-School Suspension, Restriction of Activities, and Probation.**

The building Principal is authorized to issue in-school suspensions, restrictions of activities, or place a student on probation for any failure to conform to school or School District policies or rules, or for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

Restriction of activities may also be issued pursuant to rules or policies pertaining to specific clubs or teams.

#### **D. Process for Out-of-School Suspension.**

The power of suspension is authorized for gross misconduct, for neglect, or refusal to conform to School District policies and rules as follows:

1. Short-term Suspensions. The Superintendent or designee is authorized to suspend a student for ten (10) school days or less. The designee may consult with the Superintendent prior to issuing any suspension. The designee shall notify the Superintendent of any suspension within 24 hours.

As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.

Due process standards for short-term suspensions (ten (10) days or less) will adhere to the requirements of Ed 317.04(f)(1).

2. Long-term Suspensions. The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

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### **JICD – STUDENT DISCIPLINE AND DUE PROCESS**

Prior to a long-term suspension, the student will be afforded an informal hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing before the School Board, but the process must comply with the requirements of Ed 317.04 (f)(2) and Ed 317.04 (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.

Any suspension in excess of ten (10) school days, as described in Paragraph 2 of this Section, is appealable to the School Board, provided the Superintendent receives the appeal in writing within ten (10) days after the issuance of the Superintendents decision described in Paragraph 2. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending.

#### **E. Process for Expulsion.**

1. Any pupil may be expelled by the School Board for (a) an act of theft, destruction, or violence as defined in RSA Chapter 193-D, (b) for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, or (c) for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school. An expulsion under this paragraph will run until the School Board restores the student's permission to attend school. A student seeking restoration of permission to attend school shall file a written request with the Superintendent which details the basis for the request. The Board will determine whether and in what manner it will consider any such request.
2. Additionally, any pupil may be expelled by the School Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than twelve (12) months.
3. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) are followed.
4. Any decision by the Board to expel a student may be appealed to the State Board of Education.
5. The Superintendent of Schools is authorized to modify the expulsion or suspension requirements of Sections E.1 and E.2 above on a case-by-case basis.

**F. Sub-committee of Board.** For purposes of sections D and E of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

#### **G. Disciplinary Removal of Students with Disabilities.**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

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### H. Notice and Dissemination.

This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District's website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04(d).

### Legal References:

*RSA 189:15, Regulations*

*RSA 193:13, Suspension & Expulsion*

*of Pupils RSA Chapter 193-D, Safe*

*Schools Zones*

*NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline*

*NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy*

*NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of*

*Pupils Assuring Due Process Disciplinary Procedures In re Keelin B., 162 N.H.*

*38, 27 A.3d 689 (2011)*

Revised: November 18, 2019

Adopted: October 16, 2008 (Souhegan)

## JFABE – EDUCATION OF CHILDREN IN FOSTER CARE

*Category: Recommended*

*Related Policies: EEA, JFA, JFAA, & JFABD*

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

### **A. Definition.**

Under guidance issued jointly by NHDOE and the N.H. Department of Health and Human Services, and for the purposes of this Policy, “foster care” shall mean “24 hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy *JFABE*.)

The District shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the District is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this District.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the District is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances.

### **District Point of Contact with Child Welfare Agencies.**

The Superintendent shall designate a staff member to serve as the District’s point of contact (the “Foster Care POC”) between the New Hampshire Division of Children, Youth and Families (“DCYF”), NHDOE, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statutes, regulations and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

The District shall provide training opportunities and other technical assistance to the Foster Care POC and other appropriate district staff regarding the District’s obligations to students in foster care.

## JFABE – EDUCATION OF CHILDREN IN FOSTER CARE

### **B. Best Interest Enrollment Determinations, Disputes and Enrollment.**

Generally, a student in foster care will remain in his/her school of origin, unless there is a determination that it is not in the student's best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a "best interest determination" education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the District will use the model procedures prepared jointly by the NHDOE and DCYF.

If the determination is that the best interests of a child is not to remain in the school of origin, and instead placed within a new school within this District, the child in foster care shall be immediately enrolled in the new school ("receiving school"), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the District is a receiving school, such receiving school shall accept the student's certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

### **C. Transportation.**

When the District is notified that a student in foster care needs, or may need, transportation to a District school, the Foster Care POC will take steps to establish an individualized plan that addresses transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending his/her school of origin.

In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the District, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of District transportation of children in foster care shall be provided in accordance with DCYF's or other child welfare agency's authority to use child welfare funding for school of origin transportation.

If there are disputes regarding the provision or funding of transportation, the school district foster care point of contact and child welfare agency representative will contact their respective Supervisor and Superintendent of the school to resolve the dispute. To the extent feasible and appropriate, the school districts involved should ensure that a child remains in his or her school

## JFABE – EDUCATION OF CHILDREN IN FOSTER CARE

of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

### **Legal References:**

- 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act – “FERPA”*)
- 20 U.S.C. 1701-1758 (*Equal Educational Opportunities Act of 1974 – “EEOA”*)
- 20 U.S.C. 6311 (g)(1)(E) and 6312(c)(5) (*provisions in ESSA regarding obligations to students in foster care*)
- 42 U.S.C. 671 (a)(10) and 675 (1)(G) (*child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care*)
- 42 U.S.C. §11431 and §11432 (*McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth*)
- Public Law 110-351, *The Fostering Connections to Success and Increasing Adoptions Act of 2008*
- 34 C.F.R. 200.30 (f)(1)(iii) (*ESSA’s definition of “foster care”*)
- Plyler v. Doe*, 457 U.S. 202 (1982)
- RSA 193:12, *Legal Residence Required*
- “N.H. Guidance on ESSA and Foster Care to Ensure that the Educational Needs of Children and Youth in Foster Care are Being Addressed”, January 2017, NHDOE and NHDHHS

**JFABD - ADMISSION OF HOMELESS STUDENTS**

*Category: Priority/Required by Law*

*Related Policies: EEA, JFA, & JFAA*

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

**A. Homeless Students.**

Under the federal McKinney-Vento Homeless Assistance Act ("McKinney-Vento"), and guidance provided by the New Hampshire Department of Education ("NHDOE"), the term "homeless children and youths" means "individuals who lack a fixed, regular and adequate nighttime residence." Under both section 752(2) of McKinney-Vento and the NHDOE guidance\*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms "unaccompanied youth," "school of origin," "enrollment," and "attendance area school" shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act ("McKinney-Vento") and guidance provided by the New Hampshire Department of Education ("NHDOE"). For purposes of this policy and its accompanying regulation, "homeless students" shall refer to and include "homeless children and youth" and "unaccompanied youth."

\*Note: under RSA 193:12, IV, the definition of "homeless children and youth" also includes children "awaiting foster care placement", see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

**JFABD - ADMISSION OF HOMELESS STUDENTS**

**B. Enrollment and School Stability.**

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

**C. Homeless Liaison.**

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student’s records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;



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- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

**D. Enrollment Determinations for Homeless Students.**

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

**E. Transportation of Homeless Students.**

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

**F. Dispute Resolution.**

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student's parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent's office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes "attending classes and participating fully in school activities."

**1. Notification of Appeal Process.**

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless ("eligibility decision"), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child's placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth;

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- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

**2. Appeal to the District Homeless Liaison – Level I.**

- a. If the parent or unaccompanied youth disagrees with the District's placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal ("appeal") with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District's placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an "appeals package" consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

**3. Appeal to the Superintendent – Level II.**

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent's designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.

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- a. The Superintendent/designee shall provide a copy of the Superintendent's decision to the District's Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

#### G. Records.

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

#### Legal References:

*20 U.S.C. 1232g (Family Educational Rights and Privacy Act – "FERPA")*

*20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – "EEOA")*

*20 U.S.C. 6313(c)(3) (reservation of Title I funding for homeless children and youths)*

*42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)*

*Plyler v. Doe, 457 U.S. 202 (1982)*

*RSA 193:12, Legal Residence Required*

*NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students*

## **JEC - CHANGE OF SCHOOL OR ASSIGNMENT - MANIFEST EDUCATIONAL HARDSHIP**

The Superintendent will assign resident students to a public school within the District.

The Board recognizes that in unusual and extraordinary circumstances, a parent, guardian or other person having custody ("parent/guardian") may wish to request a change in the student's school assignment to another public school within the District or a public school in another district.

### **A. Procedure for Consideration of a Manifest Educational Hardship Request.**

The following procedures will be utilized when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment for his/her child from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will submit a written application to the Superintendent's office detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship. Through the application, the parent/guardian may request that the child:
  - a. Attend another public school in the District; or
  - b. Attend a public school or public academy in another school district.
2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
3. Prior to the hearing, the Superintendent shall provide the Board his/her recommendations regarding the parent/guardian's request. Such recommendations shall be provided in writing, with a copy to the parent/guardian.
4. At the hearing, the parent/guardian may use whatever information he/she deems is necessary and appropriate to support the request.
5. In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.
6. The Board may find that a manifest educational hardship exists provided that parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child's education, and that another public school or public academy, either within the District or in another district, can reasonably meet the child's educational needs.
7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that:
  - a. A compelling amount of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

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- b. The attendance at the assigned school will impair the educational progress of the child; and
  - c. Another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.
8. The Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.
9. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board, and will forward its written decision to the parents or guardians via means producing third party proof of delivery (e.g., Certified, FedEx, UPS, etc.).
10. If a parent or guardian is aggrieved by the decision of the Board, he/she may appeal to the State Board of Education within thirty (30) days of receipt of the local board in accordance with the provisions of Ed 200.

### **B. Children with Disabilities.**

Children with disabilities as defined in RSA 186-C:2 shall be accorded a due process review pursuant to rules adopted under RSA 186-C:16.

### **C. Tuition and Transportation.**

If the child is assigned to attend school in another district ("receiving district"), tuition to be paid by the Amherst/Mont Vernon/Souhegan Cooperative District to the receiving district shall be computed as provided in RSA 193:4. Some or all of the tuition may be waived by the Superintendent/board of the receiving district.

The cost of transportation shall be the responsibility of the parent/guardian.

### **Legal References:**

- *RSA 193:3, Change of School or Assignment; Manifest Educational Hardship*
- *NH Code of Admin. Rule, Section Ed 320, Manifest Educational Hardship*
- *NH Code of Admin. Rule, Section Ed 200, Rules of Practice and Procedure*

## **JCA - CHANGE OF SCHOOL OR ASSIGNMENT**

In circumstances where the best interests of a pupil warrant a change of school or assignment, the Superintendent is authorized to reassign a pupil from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a pupil from a school district that is not part of the SAU, under the following conditions and procedures.

### **Conditions and Procedures for Reassignment**

1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.
2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a determination concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
4. If the Superintendent determines that the best interests of the pupil warrant a reassignment, he/she will present the matter to the school board. The board must vote to approve the re-assignment before the reassignment can occur. Upon school board approval, the Superintendent may reassign the pupil to: (a) another school within the same school district; (b) another school district within the same SAU; or (c) a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU and approval of the school boards of both the sending and receiving school districts.
5. The Superintendent will issue a written decision to the parent/guardian.
6. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the school board votes to exceed this limit.
7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.

### **Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation**

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

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The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

### **Role of the Department of Education**

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

### **Manifest Educational Hardship Change of Assignment**

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC - Manifest Educational Hardship.

### **Special Education Placements**

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

### **Legal References:**

*RSA 193:3, III, Change of School Assignment*

*RSA 193:3, I, II, Manifest Educational Hardship*

*RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*

## **AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY**

### **IMGAA – THERAPY DOGS**

#### **Purpose**

The purpose and intent of this policy is to regulate those circumstances under which a Therapy Dog assigned to support a student will be allowed in the public school setting. This Policy is not the District's Policy on Service Animals. See Policy IMGAA, "Service Animals for Students, Employees and Guests of the Amherst School District." It is important to note that state and federal law grant certain rights with regard to Service Animals which do not extend to Therapy Dogs or comfort animals.

The District finds that Therapy Dogs that have been trained to provide emotional support can positively impact school participation, emotional functioning and communication skills. The use of a Therapy Dog may decrease anxiety, improve self-esteem and increase overall academic achievement in students.

Upon adoption, this Policy shall be implemented on a trial basis for a period of four months. The District shall take receipt of a report and recommendation from the Superintendent or his designee at the close of the four (4) month trial period as to whether or not to continue this Policy.

#### **"Therapy Dog:" Defined**

A Therapy Dog is a dog that has been individually trained by an experienced dog trainer and certified by a reputable organization as competent to work with its owner/handler in various settings including schools. If a volunteer, contractor, student or employee or other Owner/Handler ("Owner/Handler") wishes to bring a Therapy Dog on campus they shall be trained as the Owner/Handler for the Therapy Dog. Therapy Dogs and the Owner/Handler work together as a team to support the psychological and academic growth of Students while increasing social skills and self-esteem development.

Therapy Dogs are not "service animals" as recognized in the American with Disabilities Act (ADA) and NH RSA 167-D:1 as dogs who are specially trained to perform specific service tasks to assist a person who has a disability. See District policy IMGAA. Therapy Dogs must be trained and must have a temperament suitable for interaction with students and others in public school settings. Therapy Dogs are the personal property of the Student, and are not owned by the District. The Owner/Handler shall assume personal responsible for the conduct, behavior and safety of the Therapy Dog.

#### **Conditions for Access to the School Buildings and Grounds ("Campus") Therapy Dog**

The presence of a Therapy Dog on Campus with any Owner/Handler, whether volunteer, contractor, Student or Employee is a privilege and not a right granted by either state or federal law. The District reserves the right to revoke this privilege with or without cause. The following process, conditions and requirements shall be met before an Owner/Handler is permitted to bring a Therapy Dog on Campus. The Superintendent shall have the authority to waive these conditions, as needed. If after approval, a there is a lapse in any condition or requirement, the approval to access Campus may be revoked.



**IMGAA – THERAPY DOGS**

**A. Request for Annual Approval:** At the request of the Principal or the Principal's designee, an Owner/Handler who wishes to bring a Therapy Dog to District property shall submit a completed, written request form to the Superintendent or the Superintendent's designee. The Superintendent or the Superintendent's designee are authorized to create the form for this request. The request shall be submitted for approval each school year and/or whenever the employee or handler wishes to use a different Therapy Dog. Such approval may be rescinded at any time at the sole discretion of the Superintendent. If the Superintendent or Superintendent's designee approves the request, a plan for Therapy Dog visits shall be developed with the Principal or Principal's designee. A Student Owner/Handler shall not be permitted to bring more than one Therapy Dog on Campus at a time.

**B. Proof of Training and Certification:** The Owner/Handler shall submit proof of registration as a Therapy Dog Handler with each Therapy Dog he or she plans to bring to the District. Such registration shall be from an organization that requires an in-person evaluation of the Therapy Dog and Owner/Handler prior to registration and further requires on-going evaluation as a condition for continued annual registration renewal. The District reserves the right to reject any Certification which fails to provide proof of the expertise of the organization in properly certifying the Dog and Owner/Handler as competent. The District reserves the right to reject any Certification for any reason it deems appropriate. The certification must remain current at all times.

**C. Health and Vaccination:** The Therapy Dog must be clean, well groomed, house broken, and immunized against diseases common to dogs. The Owner/Handler shall submit proof of current licensure from the local licensing authority and proof of the dog's current vaccinations and immunizations from a licensed veterinarian as part of the initial request for approval and for each annual request for renewal of approval.

**D. Supervision and Care:** A Therapy Dog must be under the control of the Owner/Handler through the use of a leash or other tether. The employee or handler is solely responsible for the health, supervision and care of the Therapy Dog, including any feeding, exercising, and cleanup, including any waste, while the animal is in a school building or on school property. The District is not responsible for providing any care, supervision or assistance for a Therapy Dog, and any failure on the part of the Owner/Handler to care, supervise or assist the Therapy Dog may result in revocation of approval to access Campus. The principal may designate or restrict outdoor areas for dog exercise and relief, and all dog waste shall be disposed of in the manner designated by the principal.

**E. Identification:** The Therapy Dog must have appropriate identification as a Therapy Dog. If Owner/Handler is not an employee or student, they must wear visitors ID badge while in any school and any other appropriate identification provided by the registering organization.

**F. Health and Safety:** The Therapy Dog must not pose a health or safety risk to any student, employee or other person within the school. The dog must not disrupt the educational process by barking or any other behavior.

**IMGAA – THERAPY DOGS**

**G. Authorized Area(s):** Therapy Dogs shall be permitted to have access to only those areas of the Amherst School District buildings designated by the building level administration.

**H. Insurance:** The Owner/Handler must submit a copy of an issued insurance policy that provides general liability coverage for the Therapy Dog while on school property for the duration of the annual approval, naming the Amherst School District as an additional insured on the policy. Failure to update this insurance shall be result in revocation of approval.

**I. Allergic reactions:** If any student or school employee assigned to a classroom in which a Therapy Dog is permitted is at-risk for, or suffers an allergic reaction to the Therapy Dog, the Owner/Handler will be required to remove the animal to a different location designated by an administrator. If a student has an aversion to or a fear of dogs, the Owner/Handler shall, upon request remove the Therapy Dog to a designated area assigned by an administrator. The District may revoke approval for the Therapy Dog if, in its sole discretion, the accommodation of an allergy risk will interfere in the education of any student or the work of any employee.

**J. Removal from School:** A Therapy Dog may be removed from school property and buildings if a school administrator determines in his/her sole discretion that:

- i. The employee or handler does not have control of the Therapy Dog;
- ii. The Therapy Dog is not house broken;
- iii. The Therapy Dog presents a direct and immediate threat to others in the school;  
or
- iv. The animal's presence otherwise interferes with the educational process.

**K. Damages to school property:** The Owner/Handler of a Therapy Dog is solely responsible and liable for any damage to school property or injury to personnel, students or others caused by the Therapy Dog. The request for approval of the Therapy Dog shall be conditioned upon the Owner/Handler and/or Student's parent(s) or guardian(s) indemnifying and holding the District harmless for any injury or damages caused by the Therapy Dog to persons or property.

## IMGA - SERVICE ANIMALS IN SCHOOLS

*Category: Priority - Required by Law*

*Related Policy: IMG*

### A. General Conditions.

1. Use of a service animal by a person with a disability will be allowed in or upon District property when the animal is required to perform work or tasks directly related to the individual's disability.

Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the School.

2. "Service animals":

- a. "Service Animal" for the purposes of this policy shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal shall be construed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under Paragraph B.2, below.

Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal". However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the Superintendent or his/her designee, who in addition to the above will take into consideration the provisions of Paragraph B.2, and Section C, below. If a miniature horse is approved, all the conditions in this policy shall apply.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

- b. The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include, but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of the law.

3. "Comfort" animals/pets: Animals which do not meet the definition of Service Animal as

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provided above, are not entitled to protection under this policy and are subject to such other applicable policies or administrative regulations of the District or school.

4. The District will have no responsibility for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.3.a, below. It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.
5. All service animals must be kept on a harness, leash or tether (unless this prevents the animal from performing his/her specific work or tasks with the individual), or must otherwise be under the control of the individual with a disability or designated handler at all times.
6. The individual (in the case of a student, the student's parent/guardian(s)) is liable for any damage to District property or other personal property, and for any injuries to individuals caused by the service animal, consistent with any applicable laws.
7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.
8. As used in this policy, "service animal trainer" shall have the same definition as that provided under RSA 167-D:1 as the same may be amended or replaced from time-to-time. As of February 1, 2017 that statute defines "service animal trainer": (i) as any person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities, (ii) or an individual trainer who helps a person with disabilities to train his or her own service animal, (iii) or an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tag.

### **B. Administrative Review of Service Animals.**

1. Whenever a service animal is in the school or on District property (and it is not obvious that the animal qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized District personnel may ask:
  - a. Whether the service animal is required because of a disability;
  - b. What work or task(s) the animal has been trained to perform;
  - c. In the case of a service animal trainer, documentation of the individual's affiliation with a recognized organization as described in RSA 167, and section A.7 above.
2. If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive FAPE, then the animal shall be a service animal for the purposes of this policy.
3. When it is anticipated that a service animal is going to be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer or other frequent visitor to the school), the individual using the service animal (or in the case of a student, the student's parent/guardian(s)) are strongly encouraged to notify the Superintendent or the Principal in

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advance.

- a. The school will not provide any staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself).
  - b. Any handler (service animal trainer, parent/guardian or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo the State criminal background check.
4. Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).

### **C. Additional Considerations Relative to Service Miniature Horses.**

In making a determination as to whether to allow a specific miniature horse as a service animal, the Superintendent/designee will consider pertinent factors, including, without limitation:

- a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- b. Whether the handler has sufficient control of the miniature horse;
- c. Whether the miniature horse is housebroken; and
- d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.

### **D. Removal or Exclusion of Service Animals from School.**

1. The Superintendent, Principal or other authorized school official may require that the service animal be removed from the school or other District property under any of the following circumstances:
  - a. The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;
  - b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);
  - c. The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;
  - d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or
  - e. The service animal is not housebroken (i.e., demonstrates that it is not sufficiently trained to relieve itself outside in appropriate locations).

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2. If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.

### **Legal References:**

*Section 504 of the Rehabilitation Act - 29 U.S.C. 794;*

*Americans with Disabilities Act - 42 U.S.C. 12101 et seq.;*

*Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35-36;*

*NH RSA 167-D and 466:*

## ILD - NON-EDUCATIONAL / NON-ACADEMIC QUESTIONNAIRES, SURVEYS & RESEARCH

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. While similar, the two laws are not co-extensive, with slightly different scope, procedures and exceptions.

### **A. General.**

1. For the purpose of this policy, "non-academic survey" shall include a survey, questionnaire, analysis, evaluation or any other document which seeks any information in the categories listed in sections B (as to state law) or C (as to federal law), below. However, non-academic surveys should not be deemed to include questions directed to an individual student by a school counselor, nurse or appropriate personnel under circumstances indicating such questions are reasonably necessary for such person's compliance with applicable laws or regulations, and the discharge his or her duties.
2. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.
3. Non-academic surveys conducted for other agencies, organizations or individuals must have both the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved non-academic surveys must be shared with the School Board.
4. No non-academic survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.
5. As used below, the consent and notification provisions apply to a child's parent/legal guardian(s), unless the student is an adult or an emancipated minor who consents.

### **B. New Hampshire Law.**

Under RSA 186:11, IX-d, prior notice and prior consent (opt-in) is required for any non-academic survey designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;
4. politics;
5. sexual orientation;
6. sexual activity;
7. drug use;

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8. or any other information not related to a student's academics.

### C. Federal Law.

**1. Protection of Pupil Rights Amendment.** Under the federal Protection of Pupil Rights Amendment, prior written consent is required only if the non-academic survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:

- a. Political affiliations;
- b. Mental and psychological problems potentially embarrassing to the student or the family;
- c. Sexual behavior and attitudes;
- d. Illegal, anti-social, self-incriminating, and demeaning behavior;
- e. Critical appraisals of other individuals with whom respondents have close family relationships;
- f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

**2. Federal Exception.** Non-academic surveys which do not require consent and notice under New Hampshire law (section B) but might otherwise require notice and consent under the federal law (section C.1 above). However, the federal requirement exempts to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- a. College or post-secondary education recruitment, or military recruitment;
- b. Book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;
- e. The sale of products or services to raise funds for school-related or education-related activities; and
- f. Student recognition programs.

Caution: This exception only applies if the non-academic survey is otherwise exempt under New Hampshire law (section B, above).

### D. Notification and Inspection.

When school personnel intend on administering a non-academic survey the school shall



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provide ten (10) day notice to parents/guardians. Included in the notice will be information regarding the purpose of the non-academic survey; how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the school's administrative office. Parents/guardians may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

### **E. Consent Exception for Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention.**

Neither state nor federal law requires prior written consent for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education.

However, New Hampshire law nonetheless requires the District to provide parents/guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

### **Legal References:**

*20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment*  
*RSA 186:11, IX-d*  
*2017 CDC YRBS Guidance Manual*

## IKA – GRADING AND REPORTING

Under the leadership of the Superintendent, the school administration, faculty, staff, and Community Council (where applicable) will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook.

The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, and other relevant stakeholders and audiences.

All grading and reporting practices in the School District will reflect the following design characteristics:

1. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
2. The grading system will measure, report, and document student proficiency against a set of clearly defined competencies and learning targets developed by the administration, faculty, and staff based on state standards.
3. Performance assessments will be used as a primary means of assessment to determine mastery.
4. The grading system will measure, report, and document academic progress and achievement separately from habits of work (Work Study Practices) and behaviors.
5. The grading system will ensure consistency and fairness in the assessment of learning within and across grade levels.

### *Legal References:*

Ed 306.14 Basic Instructional Standards: (a) The local school board shall require that each school has an instructional program which includes the following: (2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;

Ed 306.24 Assessment: (a) The local school board shall require that each school: (1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards

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Ed 306.26 Kindergarten. Grade 8 School Curriculum: (a) The local school board shall require that in each school there is: (2) An instructional program that includes:  
d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies;

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program: (a) The local school board shall require that no later than July 1, 2016, the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following: (3) The instructional program shall include: d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies;

(r) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

## IHCD/LEB - ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES & STEM DUAL & CONCURRENT ENROLLMENT PROGRAM

*Category: Priority/Required by Law*

*Identical policy: LEB†*

*Related policy: IKF*

### **A. Advanced Course Work/Advanced Placement Courses**

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and school counselors will aid students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or school counselors are instructed to aid students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

### **B. STEM Dual and Concurrent Enrollment Program**

High School and Career Technical Education Center qualified students in grades 10-12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;

## AMHERST, MONT VERNON, and SOUHEGAN POLICY

3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; *and*
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.

### **Legal References:**

*RSA 188-E:25 through RSA 188-E:26-28  
Ed 306.141(a)(6), Advanced Course Work*

## IHAMA - TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

### *Category P, Priority/Required by Law*

As part of the health education program for grades K – 12 as applicable, the District shall provide aged and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

### **Legal References:**

*RSA 189:10, Studies*

*RSA 189:11-d, Drug and Alcohol Education*

*Ed 306.40, (b)(2) a - Health Education Program.*

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### IHAM – HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

**Category:** *Priority/Required by Law*

**Related Policy:** *IGE*

**Related Form:** *IHAM-R*

Consistent with state law and Department of Education requirements, health and physical education, including, instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS) and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and other forms of protection against sexually transmitted infections.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings or phone call, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. To the extent practicable, a school district shall make curriculum course materials available to parents or legal guardians for review upon request. Accordingly, the notice will identify and provide contact information for the Principal or other staff member a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

#### ***Opt-Out Procedure and Form***

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction. **(Note: Per RSA 186:11, IX-c, Parents/guardians have additional opt-out rights under Board policy IGE.)**

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons must complete a Health and Sex Education Exemption/Objectionable Course Material: Opt-Out Form. Opt-Out Forms are available from either the health education teacher or the Principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with the Principal.

In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

#### **Legal References:**

20 U.S.C §1232h, (c)(1)(C), *Protection of Pupil Rights*

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### IHAM – HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

*RSA 186:11, IX, Instruction as to Intoxicants and Sexually Transmitted Diseases*

*RSA 186:11, IX-b, Health and Sex Education*

*RSA 186:11, IX-c, Objectionable Course Material*

*RSA 186:11, IX-e Notice to Parents/Guardian Required*

*NH Code of Administrative Rules, Section Ed 306.40, Health Education Program*

*NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program*



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### GCEB – ADMINISTRATIVE STAFF RECRUITING

#### *Category O*

Staff recruitment is the responsibility of the Superintendent.

First consideration will be given to those applicants seeking permanent rather than temporary employment.

All teachers must be recommended by the Superintendent and approved by the School Board.

The Superintendent shall ensure a thorough check is made of the candidate's prior record, prior to nomination to the Board.

Whenever an administrative position is needed to be filled, the Superintendent shall notify the Board of the job opening and the process the Superintendent will use to select a candidate for nomination to the Board.

#### **Legal Reference:**

*RSA 189:13-a, School Employee and Volunteer Background Investigations*

*RSA 189:39, How Chosen*

## GBGA – STAFF HEALTH

*Category: Recommended*

*Related Policy: EEAEA*

### I. Medical Examination of School Personnel

Pursuant to RSA 200:36, all school personnel are subject to pre-employment post offer medical examination by a licensed physician/or authorized healthcare provider. (School bus operators are also subject to medical clearance under RSA 200:37 and Board policy EEAEA.) Any person who objects to all or part of any medical examination because of religious beliefs shall be exempt from said examination, except that no such exemption shall be granted if state or local authorities determine that such exemption would constitute a hazard to the health of persons exposed to the unexamined individual.

### II. Additional Examinations

The Superintendent may request a medical examination for any employee if at any time he/she has reason to believe that the employee's physical or mental health may be inimical to the welfare of pupils or other employees. The cost of such examination will be borne by the District.

### III. Responsibility

The Superintendent or the Superintendent's designee is responsible for implementing this policy, and maintaining records and the confidentiality of the same, consistent with Board policy EBH and the District's record retention schedule (EBH-R).

### Legal References:

*RSA 200:36, Medical Examination of School Personnel*

*RSA 200:37, Medical Examination of School Bus Operators*

**GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS**

*Category: Priority-Required by Law*

*Identical Policy: GBEC*

*Related Policy: JICH*

**A. Drug-Free Workplace**

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
  - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
  - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
  - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
  - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
  - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
  - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
  - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and

**GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS**

alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

**B. District Action Upon Violation of Policy**

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

**C. Drug-Free School Zone**

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

**D. Implementation and Review**

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

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### GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

#### **Legal References:**

- *41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients*
- *RSA Chapter 193-B Drug Free School Zones*
- *N.H. Admin. Code, Ed. Part 316*

## **GADA - EMPLOYMENT REFERENCES AND VERIFICATION (PROHIBITING AIDING AND ABETTING OF SEXUAL ABUSE)**

*Category: Priority/Required by Law*

*Related Policies: GBCD, GBJ, GCF, GDB*

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction;
2. The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and
3. At least one of the following conditions applies:
  - a. The matter has been officially closed;
  - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed;
  - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
  - d. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

### **Legal References:**

*20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act*

## **EHB - DATA/RECORDS RETENTION**

*Category: Priority - Required by Law*

*Related Policies: EH, EHAB, JRA, & JBJ*

*See also: EHB-R (Records Retention Schedule)*

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations, and also addresses retention/destruction of all other records which are not subject to specific statutes or regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy shall apply to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc..

### **A. Special Education Records.**

1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
2. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
3. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
4. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
5. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
6. The District shall provide public notice of its document destruction policy at least annually.

### **B. Litigation Hold.**

On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

### C. **Right-to-Know Request Hold.**

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

### **Legal References:**

- *RSA 91-A, Right to Know Law*
- *RSA 189:29-a, Records Retention and Disposition*
- *NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention*
- *NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention*
- *NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements*
- *20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)*



## EBBC/JLCE – EMERGENCY CARE & FIRST AID

*Category: Priority/Required by Law*

*Related policies: EBBB, JLC & JLCD*

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of parents/guardians for each student and staff member.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law.

Consistent with state law, the school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine. The school physician, if any, the school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians. The school nurse or other designated personnel may administer or make available to self-administer a bronchodilator, spacer, or nebulizer to a student who has been diagnosed with asthma for use in emergency or other situations as determined by the school nurse.

The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required under Board policy JLCD, or applicable laws or regulations.

Accident reports must be prepared and filed consistent with Board policy EBBB.

## EBBC/JLCE – EMERGENCY CARE & FIRST AID

The District makes it possible for parents/guardians to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

Records related to the emergency administration of any medication under this policy shall be made and maintained by the school nurse as provided in Board policy JLCD and District procedures JLCD-R. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

### ***Naloxone/Narcan and Opioid Antagonists:***

The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.

The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists will be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.

The Superintendent is authorized to procure such medication on behalf of the District.

All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions and Board policy JLCD and District procedures JLCD-R.

Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.

### **Legal References:**

*RSA 200:40, Emergency Care*

*RSA 200:40-a, Administration of Oxygen by School Nurse*

*RSA 200:44-a, Anaphylaxis Training Required*

*RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers*

*RSA 200:55, Administration of Bronchodilator, Space or Nebulizer*

*Ed 306.04(a)(21), Emergency Care For Students And School Personnel*

*Ed 306.12, School Health Services*

## EBBB – ACCIDENT REPORTS

*Category: Recommended*

*Related Policies: EBBC/JLCE, JLC & JLCD*

A. General Accident Reporting: An accident report shall be required whenever an accident occurs:

1. in a school;
2. on a school playground; or
3. at any school-sponsored activity

which requires a student or employee to be:

1. out of class or absent from school;
2. necessitates the services of a health care provider (physician, advanced registered nurse practitioner, licensed physician's assistant or dentist);
3. requires first aid; or
4. which might reasonably be anticipated to give cause to an insurance or liability claim or case for liability at a later date.

The school district employee who witnessed or first responded to the accident must fill out an accident form as soon as possible, but in no event more than 24 hours of the accident. The form shall be submitted to the building principal and forwarded to the Superintendent. The building principal, or in the principal's absence the supervisor on duty at the time of the accident, shall assure that an accident form is completed in a timely manner.

B. Insurance Notification: For accidents which might lead to an insurance or liability claim, the Superintendent shall notify the District's liability carrier promptly.

C. Additional Reporting Required for Accidents Involving Death or Serious Injuries.

- a. Within eight (8) hours of any accident involving a death which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the death to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the death and the place where the body of the deceased person was sent.
- b. Within twenty-four (24) hours of any accident involving a serious injury which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the serious injury to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the death and the place where the injured person was sent for medical evaluation or treatment. For the purposes of this provision, "serious injury" means an incident that results in amputation, lost or fracture of any body part, head injury or internal injury that necessitates hospitalization.

## EBBB – ACCIDENT REPORTS

**Legal References:**

*RSA 200, Health and Sanitation*

*RSA 277:15-b, Reports of Death or Serious Injury*

*N.H. Code of Administrative Rules, Section Ed 306.12, School Health Services*

*N.H. Code of Administrative Rules, Section Ed 311, School Health Services*

*N.H. Dept. of Education Administrative Rule – Ed*

***Legal References Disclaimer:*** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

**DID - FIXED ASSETS (Inventories)**

*Category R*

To serve the functions of conservation and control, a running inventory of fixed assets with appraised values will be maintained by the Superintendent's office on buildings and contents including (1) buildings and grounds equipment, (2) furniture,(3) administrative equipment, (4) educational equipment, (5) vehicles, and (6) textbooks and supplementary books.

The Superintendent will designate the person responsible for maintaining an inventory of equipment, materials and supplies in his/her shop, laboratory, or classroom.

These inventories will be brought up-to-date as needed, but no less than once per fiscal year.

## DGA – AUTHORIZED SIGNATURES

*Category: Priority/Required by Law*

*Related Policies: BDC, DFA, DIH, DK & EHAC*

The Superintendent or their designee is authorized to sign documents on behalf of the District (or SAU), as required. The Board Chair, or in their absence, the Vice-Chair, is authorized to sign on behalf of the Board after Board approval of specific content of a document (or under guidelines from the Board). Other District officials may sign documents under their specific purview and authorities, as required by statute, regulation, or policy.

Execution of a document on behalf of the District or the Board is indication by the person so signing that the document is accurate, has been adequately approved by the Board or other District personnel as appropriate and necessary, and is in the best interest of the District. Board member signatures on manifests are indications of awareness of the contents of a manifest, and approvals authorizing the Treasurer to issue payment, not statements of accuracy of the contents of the manifest.

**Legal References:**

*RSA 197:23-a, Treasurer's Duties*

*RSA 294-E, Uniform Electronic Transfers Act*

## **DFA - INVESTMENT**

### *Category P*

The School Board authorizes the School District Treasurer, working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, to invest the funds of the District subject to the following objectives and standards of care.

### **OBJECTIVES**

The three objectives of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of the investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

### **STANDARDS OF CARE**

1. Prudence. The standard of prudence to be used by the District Treasurer and Superintendent, or his/her designee involved in the investment process, shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the GFOA\* Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. Ethics and conflicts of interest. The School District Treasurer and Superintendent, or his/her designee involved in the investment process, shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and Investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial institutions with which they conduct business. They shall also disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall subordinate their personal investment transactions to those of the School District, particularly with regard to the timing of purchases and sales.
3. Internal Controls. The District Treasurer and Superintendent or his/her designee shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed periodically by the School Board and an independent auditor.

## **AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY**

The investment of funds will be left to the discretion of the Finance Committee without prior approval of the Board.

The Board will periodically review the investment policy.

### **Legal References:**

*RSA 197:23-a, Treasurer's Duties*

*RSA 383:22, Public Deposit Investment Pool*

*Appendix: DFA-R*



**DBI – BUDGET IMPLEMENTATION**

The Superintendent or designee will establish procedures for budget implementation, control, and reporting.

*The Superintendent or designee shall forecast and report to the board the anticipated Unexpended Fund Balance and deviations from anticipated revenues for the current fiscal year at the first board meeting of every fiscal quarter, and at any board meeting after a material change in the forecast occurs.*

*RSA 32:10, Transfer of Appropriations*

*NH Code of Administrative Rules Section Ed. 302:02 (e) (j) (o,) Substantive Duties of the Superintendent*

DRAFT (SWC): September 24, 2019

Revised: August 19, 2019

Adopted: October 5, 2017

### **CBI – EVALUATION OF THE SUPERINTENDENT**

Through goal setting and evaluation of the Superintendent, the SAU Board will strive to accomplish the following:

1. Establish for the Superintendent his/her role in the school system as currently seen by the Board.
2. Establish for all Boards members the role of the Superintendent in the light of the job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Maintain effective working relationships between the SAU and District Boards and the Superintendent.
4. Provide effective leadership for the school system.

The SAU 39 Board will provide the Superintendent with periodic opportunities to discuss Superintendent/Boards relationships, and will inform him/her, at least annually, of its assessment of his/her performance. Each District Board may also discuss District-specific expectations and performance with the Superintendent.

Goals and Evaluations shall use the accompanying Superintendent Evaluation Form (CBI-R).

Goals shall be set and reviewed with the Superintendent at least twice in first year of new Superintendent's tenure, and at least annually thereafter, or more often if deemed necessary by the SAU Board Chair or the Superintendent.

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## SAU39 POLICY

### GOALS FOR SUPERINTENDENT:

\_\_\_\_\_ **DATE:**  
\_\_\_\_\_

### EDUCATIONAL LEADERSHIP GOALS:

#### EDUCATIONAL LEADERSHIP KEYWORDS:

**Leadership**, vision, goals, objectives, inspire, initiative, innovation, risk taking. **Curriculum Planning and Development**, effectiveness, current, standards. **Instructional Management**, strategic direction, continuous improvement, assessment of practices. **School Culture and Leadership**: 21st century learning, innovation, student achievement, safety and security, achievement, expectations, post-secondary education, job market.

### OPERATIONAL MANAGEMENT GOALS:

## **SAU39 POLICY**

### **OPERATIONAL MANAGEMENT KEYWORDS**

Values and Ethics, integrity, professionalism, innovation, caring, teamwork, diversity and stewardship. HR Management, procedures, practices, compliance, talent management, succession planning, retains, assessment, evaluation, development, morale. Financial and Facilities Management, plans, budgets; efficiencies, cost saving, steward, effective, student achievement, codes, maintenance, repairs, upgrade, learning environment. Administrative Management, policies, statutes, legal counsel, bargaining strategies, bargaining agreements fairly and successfully, delegates, organization.

## SAU39 POLICY

### GOALS FOR SUPERINTENDENT:

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DATE:

### BOARD RELATIONSHIP GOALS:

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#### BOARD RELATIONSHIP KEYWORDS:

**Strategic Planning and Implementation**, strategic plan, stakeholders, goals, priorities, resources, performance plan. **School Board Relations**, support, negotiations, grievances, working relationships, collegial relationship, balanced, success, development, informs, issues, analysis. **Policy and Governance**, advises, critical information, procedures aligned with policy, comply with laws, rules and regulations, policies adhered to. procedures are followed.

### COMMUNITY RELATIONSHIP GOALS:

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## SAU39 POLICY

<b>COMMUNITY RELATIONSHIP KEYWORDS:</b> Community Engagement and Communications, public relations plan, public engagement, engages with community and school groups, responds, balanced communications (challenges and successes).

## SAU39 POLICY

### EVALUATION OF SUPERINTENDENT:

DATE: \_\_\_\_\_

\_\_\_\_\_  
**Evaluating Board Member:**

Please rate the Superintendent as an EDUCATIONAL LEADER:

\_\_\_\_\_ 1: **Does not meet** expectations

\_\_\_\_\_ 3: **Meets** expectations

\_\_\_\_\_ 2: **Approaches** expectations

\_\_\_\_\_ 4: **Exceeds** expectations

Please explain your rating.

#### EDUCATIONAL LEADERSHIP KEYWORDS:

**Leadership**, vision, goals, objectives, inspire, initiative, innovation, risk taking. **Curriculum Planning and Development**, effectiveness, current, standards. **Instructional Management**, strategic direction, continuous improvement, assessment of practices. **School Culture and Leadership**: 21st century learning, innovation, student achievement, safety and security, achievement, expectations, post-secondary education, job market.

Please rate the Superintendent as an OPERATIONAL MANAGER:

\_\_\_\_\_ 1: **Does not meet** expectations

\_\_\_\_\_ 3: **Meets** expectations

\_\_\_\_\_ 2: **Approaches** expectations

\_\_\_\_\_ 4: **Exceeds** expectations

Please explain your rating.



## SAU39 POLICY

<p>OPERATIONAL MANAGEMENT KEYWORDS</p> <p><b>Values and Ethics</b>, integrity, professionalism, innovation, caring, teamwork, diversity and stewardship. <b>HR Management</b>, procedures, practices, compliance, talent management, succession planning, retains, assessment, evaluation, development, morale. <b>Financial and Facilities Management</b>, plans, budgets; efficiencies, cost saving, steward, effective, student achievement, codes, maintenance, repairs, upgrade, learning environment. <b>Administrative Management</b>, policies, statutes, legal counsel, bargaining strategies, bargaining agreements fairly and successfully, delegates, organization.</p>

## SAU39 POLICY

### EVALUATION OF SUPERINTENDENT:

DATE: \_\_\_\_\_

\_\_\_\_\_  
**Evaluating Board Member:**

Please rate the Superintendent's RELATIONSHIP WITH THE BOARDS:

\_\_\_\_ 1: **Does not meet** expectations

\_\_\_\_ 3: **Meets** expectations

\_\_\_\_ 2: **Approaches** expectations

\_\_\_\_ 4: **Exceeds** expectations

Please explain your rating.

BOARD RELATIONSHIP KEYWORDS:

**Strategic Planning and Implementation**, strategic plan, stakeholders, goals, priorities, resources, performance plan. **School Board Relations**, support, negotiations, grievances, working relationships, collegial relationship, balanced, success, development, informs, issues, analysis. **Policy and Governance**, advises, critical information, procedures aligned with policy, comply with laws, rules and regulations, policies adhered to. procedures are followed.

Please rate the Superintendent's RELATIONSHIP WITH THE COMMUNITY:

\_\_\_\_ 1: **Does not meet** expectations

\_\_\_\_ 3: **Meets** expectations

\_\_\_\_ 2: **Approaches** expectations

\_\_\_\_ 4: **Exceeds** expectations

Please explain your rating.

## SAU39 POLICY

<b>COMMUNITY RELATIONSHIP KEYWORDS:</b> <b>Community Engagement and Communications</b> , public relations plan, public engagement, engages with community and school groups, responds, balanced communications (challenges and successes).

## SAU39 POLICY

### Ed 302 DUTIES OF SCHOOL SUPERINTENDENTS *(as of September 2017)*

#### **Ed 302.01 Executive Officer.**

- (a) The superintendent shall:
  - (1) Serve as the executive officer of the local school district or districts within the school administrative unit (SAU);
  - (2) Be responsible for the overall administrative and leadership services of the SAU; and
  - (3) Perform the duties specified in the section.
- (b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts
- (c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.
- (d) Such local district services shall include but not be limited to the following areas:
  - (1) Personnel;
  - (2) Finance;
  - (3) Communication/community relations;
  - (4) Student service;
  - (5) Maintenance/capital improvement;
  - (6) Curriculum;
  - (7) Instruction;
  - (8) Assessment;
  - (9) Short and long range planning;
  - (10) Governance for student achievement;
  - (11) Policy research;
  - (12) Implementation, and review; and
  - (13) Overall leadership on educational issues.
- (e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).
- (f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.
- (g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.
- (h) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

## SAU39 POLICY

**Ed 302.02 Substantive Duties.** The superintendent shall in addition to those duties outlined in Ed 302.01:

- (a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;
- (b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.
- (c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;
- (d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;
- (e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;
- (f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules;
- (g) Remove a teacher or other employee of the district in accordance with RSA 189:31;
- (h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;
- (i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools;
- (j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;
- (k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;
- (l) Direct pupils to assigned classes and grades, consistent with local school board policies;
- (m) Maintain a safe environment for pupils free of hazardous conditions;
- (n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies;
- (o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction;
- (p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan
- (q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; and
- (r) Be responsible for the implementation and review of school district policies.

## AE - ACCOUNTABILITY

### *Category O*

The Board directs the Superintendent to establish an accountability system in order to collect data needed for evaluation of the district's compliance with state and federal laws on school accountability.

The Superintendent will ensure that the district's statistical reports are filed in a timely manner with the New Hampshire Department of Education.

### **Legal Reference:**

*RSA 189:28, Statistical Reports; Failure to File Reports*

*RSA 193-H:4, Local Education Improvement Plan; Strategic Responses*

*NH Code of Administration Rules, Section Ed. 306.23, Statistical Reports; Accountability*

## **ADD/EBB - SAFE SCHOOLS**

Category: Recommended See also EB, JICK

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement. Each building

## **AMHERST, MONT VERNON and SOUHEGAN POLICY**

principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

### **Legal References:**

*RSA 193-D, Safe School Zones*

*RSA 193-F, Pupil Safety and Violence Prevention*

*NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety*



## **AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY**

### **ACE – PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY**

The District and SAU will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

**ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**

**I. RESTATEMENT OF POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX.**

Per Board policy AC, Title IX of the Education Amendments Act of 1972 (“Title IX”), as well as RSA 193:38, among others, SAU 39 and its constituent Districts do not discriminate on the basis of sex in their educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment are prohibited in SAU 39 and its Districts.

**II. TITLE IX SEXUAL HARASSMENT POLICY.**

**A. Application of This Policy.**

While all forms of sex-based discrimination are prohibited the purpose of this policy is to address, and only to address, *sexual harassment as defined in Title IX and Sec. II.B*, below, that occurs within the educational programs and activities, and to provide a grievance process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The “Title IX Grievance Process” is set out in Sec. III below. While all “reports”-received of sexual harassment must be responded to, the Title IX Grievance Process is initiated only with the filing of a formal complaint.

The purpose of this Policy, however, is to address, and only to address, sexual harassment as defined in Title IX that occurs within educational programs and activities. For harassing conduct which does not meet the definition of sexual harassment under Title IX and this Policy, the response will be governed under other applicable laws and policies per Board policy AC, and policies referenced therein.

This Policy shall apply to all students, employees, and any third party who contracts with the District or SAU to provide services to District or SAU students or employees, upon District or SAU property or during any school program or activity.

Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law. Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

The Superintendent shall have overall responsibility for implementing this Policy, and shall annually appoint a District Title IX Coordinator as that position is described in Section II.C, below. The name and contact information for the Title IX Coordinator is set forth in Board Policy AC-E, which policy shall be updated and disseminated annually with the Title IX Coordinator’s name as set forth in Board policy AC.

**B. Definitions.**

As used in this Policy and the Title IX Grievance Process, the terms below shall have the meaning ascribed.

“**Actual knowledge**” occurs when the District’s Title IX Coordinator or **ANY** employee (other than a “respondent” or alleged harasser) receives a notice, report or information or becomes aware of sexual harassment or allegations of sexual harassment.

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**“Complainant”** is an individual who is alleged to be the victim of conduct that could constitute sexual harassment, whether or not that person files a report or formal complaint.

**“Days”** shall mean calendar days, but shall exclude non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

**“Decision Maker”** means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as “initial decision maker”); or the responsibility to decide any appeal (at times “appeals decision maker”) with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.

**“Determination of Responsibility”** is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal Complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment Under Title IX.

**“Formal Complaint”** means a document filed by a complainant, the complainant’s parent/guardian, or the Title IX Coordinator, alleging sexual harassment against a respondent, and requesting that the district investigate the allegation of sexual harassment.

**“Respondent”** is an individual who is reported to be the individual accused of conduct that could constitute sexual harassment.

**“Sexual harassment”** prohibited under Title IX and by this policy *is conduct on the basis of sex* (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

1. An employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; **OR**
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

- i. Sexually suggestive remarks or jokes;
- ii. Verbal harassment or abuse;
- iii. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
- iv. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- v. Harassing or sexually suggestive or offensive messages that are written or electronic;

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- vi. Subtle or direct propositions for sexual favors or activities;
- vii. Touching of a sexual nature or groping; and
- viii. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

***Note:** incidents of the above conduct would still need to satisfy one or more of the criteria in paragraphs 1-3 of this definition.*

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. **Policies prohibit both, but for purposes of its Title IX obligations the organization must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope Policy and Title IX Grievance Process.** Except as used in other laws (e.g., Title VII) or policies pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean sexual harassment that meets the above definition.

Conduct that satisfies this definition is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser/respondent and the context in which the harassment occurred.

***NOTE Regarding Concurrent Enrollment and Dual Enrollment, Extended Learning Opportunities, 3<sup>rd</sup> Party Distance Learning and Other Alternative Instructional Programs:** Under federal regulations, in order for the District to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the District must have substantial control over both the respondent and the context in which the harassment occurred. In general, this will mean that unless such learning program is occurring upon district property, conduct otherwise meeting the definition of sexual harassment within that program, may not be subject to this policy.*

**“Supportive Measures”** are free, non-disciplinary, non-punitive, individualized services and shall be offered to the complainant, and may be offered to the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision

Such measures shall be designed to restore or preserve equal access to the District’s education programs and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment and/or deter

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sexual harassment. Supportive measures shall remain confidential with exclusive exceptions stated required in Sec. II.E, below.

**C. Title IX Coordinator.**

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. the Title IX Coordinator shall receive general and specific reports of sexual harassment, and coordinate the District’s responses to both reports and formal complaints of sexual harassment so that the same are prompt and equitable. In addition to any other specific responsibilities assigned under this Policy, or as assigned by the Superintendent, the Title IX Coordinator will be responsible for:

1. meeting with a complainant, and informing the parent/guardian once the Title IX Coordinator becomes aware of allegations of conduct that could constitute sexual harassment as defined in this Policy;
2. identification and implementation of supportive measures;
3. signing or receiving formal complaints of sexual harassment;
4. engaging with the parents/guardians of parties to any formal complaint of sexual harassment;
5. coordinating with District and school-level personnel to facilitate and assure implementation of investigations, and remedies, and helping to assure that the organization otherwise meets its obligations associated with reports and complaints of sexual harassment;
6. coordinating with the Superintendent with respect to assignment of persons to fulfill the organization’s obligations, both general and case specific, relative to this Policy (e.g., investigator, decision makers, etc.; this may involve the retention of third party personnel.);
7. coordinating with personnel to assure appropriate training and professional development of employees and others in accordance with Sec. II.D of this Policy; and
8. helping to assure that appropriate systems are identified and maintained to centralize sexual harassment records and data.

In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason (see Sec. II.G, below), the Superintendent shall assure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances “Title IX Coordinator” shall include the acting Title IX Coordinators.

**D. Training.**

All employees shall receive regular training relative to mandatory reporting obligations, and any other responsibilities they may have relative to this Policy.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must receive training on the definition of sexual harassment, this Policy, the scope of education programs or activities, and how to conduct an investigation (including the requirements of the reporting and the Title IX Grievance Process, including hearings, appeals, and information resolution processes). The training must also include avoiding prejudgment of the facts, conflicts of interest and bias.

Decision-makers must also receive training on issues of relevance of questions and evidence, including when questions about the complainant’s sexual predisposition or prior sexual behavior are not relevant.

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Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment, and must be made available to the public as provided in Sec. II.H of this Policy.

#### **E. Confidentiality.**

The District confidentiality of the complainant and the respondent will be respected as much as possible, however, some information may need to be disclosed to appropriate individuals or authorities. All disclosures shall be consistent with the organization's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action. Examples of required disclosure include:

1. information to either party to the extent necessary to provide the parties due process during the Title IX Grievance Process;
2. information to individuals who are responsible for handling the organization's investigation and determination of responsibility to the extent necessary to complete the grievance process;
3. mandatory reports of child abuse or neglect to DCYF or local law enforcement (per Board policy JLF;
4. information to the complainant's and the respondent's parent/guardian as required under this Policy and or the Family Educational Rights and Privacy Act ("FERPA"); and
5. reports to the New Hampshire Department of Education as required under N.H. Code of Administrative Rules Ed 510 regarding violations of the NH Code of Conduct for Education Professionals.

Additionally, any supportive measures offered to the complainant or the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

Except as specified above, the organization shall keep confidential the identity of:

1. Any individual who has made a report or complaint of sex discrimination;
2. Any individual who has made a report or filed a formal complaint of sexual harassment;
3. Any complainant;
4. Any individual who has been reported to be the perpetrator of sex discrimination<sup>1</sup>;
5. Any respondent; and
6. Any witness.

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Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

**F. Retaliation Prohibited.**

Retaliation against any person who makes a report or complaint, or against any person who assists, participates, or refuses to participate<sup>2</sup> in any investigation of an act alleged in this Policy is prohibited. Actions taken in response to **materially** false statements made in bad faith, or to submitting **materially** false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A finding of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith. Complaints of retaliation with respect to reports or formal complaints of sexual harassment shall be filed under the District's general grievance process.

**G. Conflict of Interest.**

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

**H. Dissemination and Notice.**

The District and SAU shall include in all student and employee handbooks, and shall make publicly available on the district's website the following information:

1. The policy of non-discrimination on the basis of sex (included in Board policy AC)<sub>2</sub>
2. the title, name, office address, email address, and telephone number of the Title IX Coordinator (to be provided pursuant to Board policy AC and its addendum, updated annually, AC-E;
3. the complaint process;
4. how to file a complaint of sex discrimination or sexual harassment;
5. how the District will respond to such a complaint; and
6. a statement that Title IX inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights.

The same information shall be provided to all persons seeking employment with the organization, or seeking to enroll or participate in the organization's educational programs or activities.

Additionally, the organization will make this Policy, as well as any materials used to train personnel as required under Sec. II.D publicly available on its website.

**I. Records and Record Keeping.**

1. For each report or formal complaint of sexual harassment, the organization, through the Title IX Coordinator, must create, and maintain for seven (7) years, record of:
  - a. Any actions, including any supportive measures,

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- b. The basis for the organization's conclusion that its response was not deliberately indifferent; and
  - c. Documentation which:
    - If supportive measures were provided to the complainant, a description of the supportive measures taken designed to restore or preserve equal access to the organization's education program or activity; or
    - If no supportive measures were provided to a complainant, explains the reasons why such a response was not clearly unreasonable in light of the known circumstances.
2. In addition, the organization shall maintain the following records for a minimum of seven (7) years:
  - a. Records for each formal complaint of sexual harassment, including:
    - Any determination regarding responsibility, including dismissals;
    - Any disciplinary sanctions imposed on the respondent;
    - Any remedies provided to the complainant designed to restore or preserve equal access to the organization's education program or activity;
    - Any appeal and the result therefrom;
    - Any informal resolution process and the result therefrom;
  - b. All materials used to train Title IX Coordinators, investigators, and decision-makers.

**J. Reports of Sexual Harassment, Formal Complaints and District Responses.**

**1. Report of Sexual Harassment.**

**NOTE:** *A report does not initiate the formal Title IX Grievance Process. That process is begun only upon the filing of a formal complaint under the procedures set out in II.J.3, and III.A, below.*

Any person may report sexual harassment whether relating to her/himself or another person.

**However, if any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator** of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

A report of sexual harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Additionally, while the organization strongly encourages reports of sexual harassment to be made directly to the Title IX Coordinator, the report may be made to **any** staff member, including, for instance, a counselor, teacher or principal.

If the Title IX Coordinator is the alleged respondent, the report or formal complaint may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that report/complaint, or delegate the function to another person.



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NOTE: For any allegation of sexual assault on a student under the age of 18, such conduct shall be reported immediately to the DCYF per Board policy JLF. If the alleged respondent (perpetrator) is a person holding a license or credential from the New Hampshire Department of Education (i.e., “credential holder”), then a report shall also be made to the Department.

2. Response to Report of Sexual Harassment.

The organization will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The organization shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

As soon as reasonably possible after receiving a report of alleged sexual harassment from another employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant’s wishes with respect to supportive measures;
- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- iv. explain to the complainant the process for filing a formal complaint.

3. Formal Complaints.

Pursuant to federal regulations, and this Policy, a formal complaint that contains an allegation of sexual harassment and a request that the organization investigate the allegations is required before the organization may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a person accused of sexual harassment. **Once a formal complaint of sexual harassment is received by the Title IX Coordinator, s/he shall commence the Title IX Grievance Process set out in Sec. III below. The process for filing a formal complaint is set forth in Sec. III.A.**

4. Limitation on Disciplinary Action.

In no case shall the organization impose disciplinary consequences or sanctions against a respondent who has been accused of conduct which may constitute sexual harassment, until the Title IX Grievance Process has been completed.

5. Emergency Removal and Administrative Leave.

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other District official charged with a specific function under this Policy or the Title IX Process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student’s IEP and or 504 plan if applicable. Such

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emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process.

The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

**III. TITLE IX GRIEVANCE PROCESS.**

The Title IX Grievance Process is used only upon the filing of a formal complaint of sexual harassment as described in Sec. III.A, below. The provisions of Section I of the Policy are incorporated as part of the Title IX Grievance Process. Upon receipt of a formal complaint of sexual harassment, the Title IX Coordinator will coordinate the organization's efforts to comply with its responsibilities related to the Title IX Grievance Process.

**A. Process for Filing a Formal Complaint of Sexual Harassment.**

The Title IX Grievance Process is initiated by way of a formal complaint ("complaint" or "formal complaint") filed by the complainant, the complainant's parent/guardian, or the Title IX Coordinator. The complainant may file a complaint or choose not to file a complaint and simply receive the supportive measures. If the Complainant does not file a complaint, the Title IX Coordinator may sign a formal complaint, but only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances, and in other cases where, in the exercise of good judgment and in consultation with an attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment (e.g., reports of sexual assault, employee on student harassment, repeat reports, or the conduct in the complainant's report has not been adequately resolved through the provision of supportive measures). If the complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the organization must comply with all of the provisions of the Title IX Grievance Process relative to respondents and complainants.

If no formal complaint is filed by the complainant or the Title IX Coordinator no disciplinary action may be taken against the respondent based upon conduct that would constitute sexual harassment under this policy.

Although there is no time limit per se to filing a formal complaint, for complaints initiated by the complainant or his/her parent/guardian, the complainant must be employed by the organization or participating in or attempting to participate in the education program or activities of the District at the time of filing. Additionally, although the organization will initiate the Title IX Grievance Process regardless of when the formal complaint is submitted, delays in reporting may significantly impair the ability of officials to investigate and respond to the allegations.

At a minimum, a formal complaint must:

1. contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student;
2. describe the alleged sexual harassment,

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3. request an investigation of the matter, and
4. be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator or on the SAU 39 website.

**B. Initial Steps and Notice of Formal Complaint.**

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
  - a. this Title IX Grievance Process, including any informal resolution process;
  - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
  - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
  - e. that each party is entitled to inspect and review evidence; and
  - f. a reference to any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.
3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.
4. The Title IX Coordinator will examine the allegations in the formal complaint, to determine whether even if assumed true, the allegations are sufficient to sustain a finding of sexual harassment under this Policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III.C.4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec. III.G, below.
6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility

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(initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and otherwise qualified (see Sec. II.D “Training”, and Section II.G “Conflict of Interest”).

7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the Board Chair and the latter of whom shall have authority to seek guidance from the organization’s general counsel, but shall not delay response to the report as outlined in this Policy.

**C. General Provisions and Additional Definitions Relative to Title IX Grievance Process.**

1. Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party’s advisor. See Sections III.E.3, and III.E.4).
2. Risk Analysis and Emergency Removal. At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.
3. Administrative Leave. At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.
4. Additional Allegations. If, in the course of an investigation, the organization decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the organization shall simultaneously provide notice of the additional allegations to the parties whose identities are known.
5. No Interference with Legal Privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the organization, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.
6. Consolidation of Complaints. The organization may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the organization has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

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7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.

- a. “Disciplinary sanctions” are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this Policy. Remedial actions are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.
- b. “Disciplinary sanctions” against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or state or federal laws or regulations.
- c. “Disciplinary sanctions” against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the district’s comprehensive student code of conduct.
- d. “Remedial actions” as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant’s right to access the district’s program and activity.

Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

**D. Timeframe of Grievance Process.**

The organization shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through at least the determination of responsibility decision within 80 days after filing the formal complaint. In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline.

- a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
- b. 10 days for reviewing information prior to conclusion of investigation
- c. 10 days after receiving report to respond to report
- d. 10 days for decision maker to allow initial questions
- e. 10 days for responses to questions

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- f. 10 days for questions and responses to follow-up questions.
  - g. 10 days for determination of responsibility decision
  - h. 10 days for appeal (6 additional days for administrative steps)
  - i. 10 days for argument/statement challenging or supporting determination
  - j. 10 days for decision on appeal
2. Delays and Extensions of Time. At any stage of the grievance process, the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).

**E. Investigation.**

The Title IX Coordinator will coordinate the investigation. The investigator shall be as appointed pursuant to Sec. III.B.5.

1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:
  - a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
  - b. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the organization and not on either of the parties;
  - c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;
  - d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
  - e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;
  - f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III.D, below.

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- g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
2. Prior to completion of the investigative report, the organization, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.
5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation, and provide the parties the evidence and other information required under Sec. III.E.2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion. In most cases, the investigator should conclude the investigation within 10-20 days after receiving a Formal Complaint.

**F. Determination of Responsibility and Initial Decision Maker.**

The determination of responsibility of the respondent shall be made by the initial decision maker as appointed pursuant to Section III.B.5.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.
3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.

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4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any creditability determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
  - a. Identification of the allegations potentially constituting sexual harassment;
  - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
  - c. Findings of fact supporting the determination;
  - d. Conclusions regarding the application of the applicable codes of conduct, policies, administrative regulations or rules to the facts;
  - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
  - f. The procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

**G. Dismissal of a Formal Complaint.**

1. The organization must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
  - a. Would not constitute sexual harassment, even if proved;
  - b. Did not occur in the organization's education program or activity; or
  - c. Did not occur against a person in the United States.



**ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**

2. The organization may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
  - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - b. The respondent is no longer enrolled or employed by the District; or
  - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Prior to dismissal of a complaint, the person responsible at that stage shall consult with the Superintendent.
4. Upon dismissal of a formal complaint, the organization must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

**The dismissal of a formal complaint under Title IX does not preclude the organization from continuing any investigation or taking action under other organization policies, code of conduct or administrative rules/regulations. In some cases, the organization may have an obligation to continue an investigation and proceed under a different policy or mandated process.**

**H. Appeals Process.**

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing (“written appeal”), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.
2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party’s written appeal:
  - i. Procedural irregularity that affected the outcome of the matter;
  - ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
  - iii. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals for any other reason or upon any determination of responsibility not included in the written appeal will not be heard.

Appeals pertain only to the determination of responsibility and non-disciplinary remedies. Once a determination of responsibility is final per Sec. III.I, below, appeals of disciplinary sanctions may be made pursuant to the organization’s ordinary review process for discipline, or, to the extent applicable, any statutory or other processes provided under collective bargaining agreements or individual contracts.

**ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal (“appeals decision maker”), who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.
4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement (“appeal statement”) in support of, or challenging, the determination of responsibility or dismissal.
5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party’s appeal statement.
6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.
7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties’ appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence, or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties’ written statements per Section III.H.5.

- I. Finality of Determination of Responsibility.** The determination regarding responsibility becomes final either on the date that the recipient, through the Superintendent, provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal of the Initial Determination of Responsibility would no longer be considered timely. The final determination shall be identified as the Title IX Decision.

Once the Title IX Decision is final, the organization may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and SAU administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The organization may also proceed against the respondent or complainant pursuant to the organization’s applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the organization.

**ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**

**J. Informal Resolution.**

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the organization may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the organization:

1. Provides written notice to the parties disclosing:
  - a. The allegations of the formal complaint;
  - b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
  - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and

**In no event may the organization offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.**

# AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

## AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

### **A. Prohibition Against Discrimination of Students in Educational Programs and Activities.**

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

### **B. Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.**

The School District and SAU 39 is an Equal Opportunity Employer. The District and SAU ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District and SAU will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District and SAU will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

### **C. Policy Application.**

This Policy is applicable to all persons employed or served by the District and SAU. It applies to all sites and activities the District and SAU supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event. Examples of sites and activities include all District and SAU buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

### **D. Anti-Discrimination Plan.**

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

# AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

## AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the Human Rights Officer and Title IX and 504 Coordinators.

No less than once every two years the Superintendent shall update the Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

### **E. Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.**

The Superintendent shall assure that personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate as an Appendix AC-E to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.

Human Rights [or Non-Discrimination] Officer  
Title IX Coordinator  
504 Coordinator

The Appendix will also include current contact for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights  
U.S. Department of Agriculture, Office of Civil Rights  
N.H. Human Rights Commission  
N.H. Department of Justice, Civil Rights Unit  
N.H. Department of Education, Commissioner of Education

### **F. Complaint and Reporting Procedures.**

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy ACAC;  
Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy ACAC;
2. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE, except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and
3. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK.

#### **G. Alternative Complaint Procedures and Legal Remedies.**

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

*Note:* Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: [humanrights@nh.gov](mailto:humanrights@nh.gov)

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

#### **H. Retaliation Prohibited.**

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

## **AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY**

### **AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN**

#### **I. Administrative Procedures and Regulations.**

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

#### **J. Notice of Compliance.**

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

## AA - SCHOOL DISTRICT LEGAL STATUS

### *Category O*

The legal basis for education is vested in the will of the people as expressed in the Constitution of New Hampshire, the statutes\* pertaining to education, court interpretation of these laws, the powers implied in them, and the rules and regulations of the State Board of Education.

In New Hampshire, School Districts are political subdivisions of the State and, as such, are considered municipal corporations.

Board policies are established by the Board, which serves as an agent of the District. Funds for school operating expenses are approved by a majority of qualified voters present and voting at the annual School District meeting except that bond issues require a two-thirds vote. (except in those School District which have adopted RSA40:13. In these districts, a 60% vote is required.)

### **Statutory/Case Law References:**

*New Hampshire Constitution, Pt. 2 Article 83*

*Claremont School District vs. Governor, 138 NH 183 (1993)*

*RSA Chapter 33, Municipal Finance Act*

*RSA 194:2, School Districts to be Corporations*

*RSA 195:6, Powers and Duties of Cooperative School Districts*

*RSA 197:1, Annual School District Meetings*

*RSA 40:13, Use of Official Ballot*

<sup>i</sup>*Clough v. Osgood 37 NH 444 (1935)*

*\* The majority of state laws on education are in RSA Chapters 186 through 200H.*

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## DK – PAYMENT

**Category:** *Priority/Required by Law*

**Related Policies:** *DAF, DGA, DIH & EHAC*

All payments of District funds must be authorized by the Treasurer. However, pursuant to RSA 197:23-a, the Treasurer shall authorize any payment upon order of a majority of the School Board or upon orders of two or more members of the School Board whom a majority of the Board has empowered to authorize payments.

Moneys drawn on the general fund or any special fund (with the exception of an activity fund) will require the signature of the Treasurer. Payments drawn on activity funds will follow procedures specified by the Business Administrator. The activity advisor shall not be an authorized signor.

All payments or disbursements involving grant funds, shall comply with the provisions of Board Policy and the applicable Federal, State, local and grantor regulations

Electronic or digital payments may be made after approval or pre-approval by the Board and by the Treasurer.

Functions of the Treasurer may be carried out in the Treasurer's absence by a duly appointed Deputy Treasurer or Acting Treasurer. The Treasurer is authorized to delegate approval authority to the Business Administrator to make payroll related electronic payments, provided such payments have been previously authorized by the Board.

**Legal References:**

*RSA 197:23-a, Treasurer's Duties*

*RSA 294-E, Uniform Electronic Transfers Act*

**Five Year Curriculum Plan**  
**Core Content Areas – Math, ELA, Science, and Social Studies**

<b>Math</b>		<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
K-8 Text – Math in Focus - 2012; Curriculum Revision 2017  9-12 Text – CPM Int 1-3 - 2014; CPM pre-Cal and Calc - 2015	<b>K-5</b>	Pilot textbook	<b>Purchase</b> and Implement – yr 1	Adjust curriculum / pacing if needed	Continue to Implement – yr 3	Continue to Implement – yr 4
	<b>6-8</b>	Review Texts	Pilot textbook	<b>Purchase</b> and Implement - yr 1	Adjust curriculum / pacing if needed	Continue to Implement – yr 3
	<b>9-11</b>	Continue to Implement – yr 7	Continue to Implement – yr 8 Review texts to pilot <i>(Renew e-license for 22-23 school year)</i>	Pilot textbooks Purchase 1 year e-license	<b>Purchase</b> and Implement - yr 1	Implement next text year 2 Adjust curriculum / pacing if needed
	<b>12</b>	Continue to Implement – yr 6	Continue to Implement – yr 7 Review texts to pilot	Pilot textbooks	<b>Purchase</b> and Implement - yr 1	Implement next text year 2 Adjust curriculum / pacing if needed

**Five Year Curriculum Plan**  
**Core Content Areas – Math, ELA, Science, and Social Studies**

<b>English Language Arts</b>		<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>Curriculum revision:</b> K and 1– 2019 2-8 – 2016 9-12 - 2019  <b>Materials –</b> purchased as needed to support revised units	<b>K</b>	Implement curriculum year 2	Implement curriculum year 3 Review materials / resources	Revise curriculum to align to new materials / resources	Implement revised curriculum – year 1	Implement revised curriculum – year 2
	<b>1</b>	Implement curriculum and new resources year 2	Implement curriculum year 3	Implement curriculum year 4	Implement curriculum year 5	Revise curriculum and review resources
	<b>2 – 4</b>	Revise curriculum and utilize new reading resources – year 1	Implement year 2 reading; revise writing curriculum and implement new writing resource year 1	Implement reading year 3 and writing year 2	Implement reading year 4 and writing year 3	Implement reading year 5 and writing year 4
	<b>5</b>	Implement new curriculum – year 1	Implement new curriculum – year 2	Implement new curriculum – year 3	Implement new curriculum – year 4	Implement new curriculum – year 5
	<b>6</b>	Implement curriculum year 5	Revise curriculum and implement year 1, purchase new resources if needed	Implement new curriculum year 2	Implement new curriculum year 3	Implement new curriculum year 4
	<b>7 – 8</b>	Implement new curriculum – year 1	Implement new curriculum – year 2	Implement new curriculum – year 3	Implement new curriculum – year 4	Implement new curriculum – year 5
	<b>9-12</b>	Implement revised curriculum year 2	Implement revised curriculum year 3	Implement revised curriculum year 4	Implement revised curriculum year 5	Revise Curriculum

**Five Year Curriculum Plan**  
**Core Content Areas – Math, ELA, Science, and Social Studies**

<b>Science</b>		<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<b>Resources:</b> K-5 – Mystery Science and Kits  6-8 Science Dimensions - 2017  9-12 Various texts  <b>Curriculum Revision:</b> K-4 summer 2017 and 2018  5-8 summer 2016, revision 2018  9-12 – revised learning targets 2020	<b>K-5</b>	Implement curriculum year 3	Implement curriculum year 4	Implement curriculum year 5	Revise curriculum, review resources	<b>Purchase</b> new science kits or online program if needed
	<b>6-8</b>	Implement Text – Year 4 (Curriculum year 3)	Implement Text – Year 5 Review Textbooks, determine text to pilot	Implement Text – Year 6 Pilot new textbooks / resource Revise curriculum	<b>Purchase</b> and Implement - yr 1	Implement next text year 2 Adjust curriculum / pacing if needed
	<b>9-12</b>	Implement new learning targets	Review alignment of standards to courses, determine if curriculum revision is needed and which courses	Revise curriculum  Review resources and determine if new resources are needed for any courses	Pilot any new textbooks / resources needed	<b>Purchase</b> new textbooks and implement – year 1

**Five Year Curriculum Plan**  
**Core Content Areas – Math, ELA, Science, and Social Studies**

<b>Social Studies</b>		<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
Various textbook copyright dates, older books in most courses. Currently using online materials in many courses including Newsela.	K – 2	Continue to implement original curriculum	Continue to implement original curriculum	Revise curriculum and <b>purchase</b> materials if needed implement year 1	Implement year 2	Implement year 3
	3	Continue to implement original curriculum	Review curriculum and align Moose on the Loose resource with curriculum - implement revised curriculum year 1	Implement year 2	Implement year 3	Implement year 4
	4	Implement new resource – Moose on the Loose (free resource – NH Historical Society)	Revise curriculum and refine new resource implementation – curriculum year 1	Implement year 2	Implement year 3	Implement year 4
	5	Implement revised curriculum year 1	Review resources and align with curriculum - implement year 2	Implement year 3	Implement year 4	Implement year 5
	6-8	Continue to implement original curriculum	Continue to implement original curriculum	Review resources and revise curriculum Pilot materials if needed	<b>Purchase</b> materials if needed - implement materials year 1, curriculum year 2	Implement materials year 2, curriculum year 3
	9-12	Revise learning targets all courses, add economics course and realign all other courses Implement new curriculum year 1	Implement new curriculum year 2  Review resource needs, pilot if needed	Implement new curriculum year 3  <b>Purchase</b> resources if needed	Implement new curriculum year 4	Implement new curriculum year 5